

Occupational Stress and Job Satisfaction of Wushu Teachers in Selected University in Shandong Province

Jian Gao *

Graduate School, Adamson University, CO 1000, Manila, Philippines

* Corresponding author Email: 445743567@qq.com

Abstract: With the continuous development of the country and the deepening of education reform, the society has higher and higher requirements for university students, and the teaching industry has received more and more attention from the society, which not only promotes the development of the teaching industry, but also brings negative impacts to the teaching industry. Therefore, the attention on the occupational stress and job satisfaction of this group of teachers has become imminent. Wushu major as a component of physical education major, the social demand for wushu teachers is also increasing year by year, therefore, the society, schools and individuals give university wushu teachers more and more occupational stress, teachers' job satisfaction is also uneven. In this study, based on a large number of literatures, 126 wushu teachers from 5 universities in Shandong Province were investigated on their occupational stress and job satisfaction by questionnaire method. Occupational stress is studied from five aspects. Education and Teaching, Scientific Research, Personal Development, Organization and Management, and Human Relations. Job satisfaction is studied from five aspects, which are: Working Environment, Interpersonal Environment, Occupational Environment, Occupational Affection, and Occupational Values. SPSS software is used to analyze the data, and it is concluded that wushu teachers in Shandong University have greater occupational stress in "scientific research", and the job satisfaction in the field of "interpersonal relationship environment" is the highest. Meanwhile, combined with the data analysis, it is concluded that occupational stress and job satisfaction are positively correlated. In other words, as occupational stress increases, job satisfaction also tends to increase to some extent, or vice versa. Finally, through the analysis and integration of the five aspects that affect the occupational stress and job satisfaction of university wushu teachers, the solution measures are proposed from the level of individuals, schools and management departments.

Keywords: Wushu Teacher; Occupational Stress; Job Satisfaction.

1. Introduction

As a wushu teacher, I have the responsibility and mission to inherit and promote traditional Chinese culture. As a treasure of China, Wushu carries rich historical and cultural connotation. By teaching wushu, I can let more people understand and know the traditional Chinese culture, and cultivate their love and pride for Chinese civilization.

As a wushu teacher, I can constantly improve myself in the process of teaching. Through communication and interaction with students, I can continue to learn and grow, and constantly improve my teaching methods and skills. At the same time, I can also participate in various wushu competitions and training, communicate with other wushu enthusiasts and experts, and broaden my vision and knowledge.

In short, I chose to become a wushu teacher because of my love and pursuit of wushu, and I believe that I have the responsibility and mission to inherit and promote traditional Chinese culture. I hope that by teaching wushu, more people can feel the charm of wushu, improve their physical and mental quality, and cultivate their self-confidence and perseverance. I believe that through my hard work and effort, I can make a positive impact and change in more people's lives.

Through my research, I found that since the 1980s, many scholars have paid great attention to the life status of the teaching profession. The rise of this topic has been paid attention to along with the needs of teachers' career development and teachers' job burnout. Among them, many foreign scholars have also conducted theoretical and practical studies on the living state of teachers. For example, R.F. and

J. Histensen proposed after field research that teachers' work and life quality are closely related to personal factors, and are also influenced by social factors such as school organizational factors and community public trust. In the 1970s, Lottie D.C.Lortie, a sociology teacher at the University of Chicago, wrote *School Teachers: A Sociological Study*, which included extensive research on teachers' material supplies, emotional support, and personal occupational development. Based on the social perspective, the author describes the teacher's emotion formed by this unique consciousness in the teacher's life. Ralph Fessler conducted a modeling study on the relationship between teachers' real life status and personal career development level, and believed that the two had significant mutual promotion or restriction effects.

Currently our country enters a new era, the country put forward higher requirements for the social economic development. How to make new breakthroughs in the new era and seek new development, sports teachers in the new era need to innovate high-quality development paths according to the requirements of The Times, according to their own reality, adhere to the implementation of the new development concept in the reform, scientifically design the development goals at different stages, so as to choose the best development mode and promote the innovative development of China's sports projects. Physical education teachers in colleges and universities have become the main role in this important task.

The purpose of this survey is to understand the current situation and existing problems of the two dimensions of occupational stress and job satisfaction of wushu teachers in Shandong Province. Secondly, summarize the reasons that affect the living state of university wushu teachers in

Shandong Province at this stage, and then put forward corresponding suggestions. There are 153 universities in Shandong Province with 3,725,300 students. Analyzing the current situation and existing problems of wushu teachers in Shandong Province is of typical significance for understanding the career development of wushu teachers in Chinese universities.

2. Statement of the Problem

1. What is the profile of teacher respondents in terms of :
 - 1.1 sex
 - 1.2 age
 - 1.3 teaching experience
 - 1.4 occupational title
 - 1.5 educational attainment
2. What is the assessment of the teacher respondents on their occupational stress in terms of:
 - 2.1 education and teaching
 - 2.2 scientific research
 - 2.3 personal development
 - 2.4 organization and management
 - 2.5 human relations
3. Is there a significant difference assessment of the teacher respondents on their occupational stress when profile is taken as test factors?
4. What is the teachers respondents in terms of job satisfaction:
 - 4.1 working environment
 - 4.2 interpersonal environment
 - 4.3 occupational environment
 - 4.4 occupational affection
 - 4.5 occupational values
5. Is there a significant relationship on the assessment of the teacher respondents on their occupational stress and job satisfaction?
6. Based on the result of the study, what development program can be proposed?

3. Sampling Method

This paper will study from five schools as the respondents of the study. The first school, Liaocheng Vocational and Technical College, has 21 wushu teachers. The second school, Shandong Physical Education Institute, has 23 wushu teachers. The third school is Shandong Normal University, which has 36 wushu teachers. The fourth school is Shandong University, which has 40 wushu teachers. The fifth school is Liaocheng University, which has 6 wushu teachers. These five schools are very representative in Shandong Province, with a total of 126 teachers, and all teachers will participate in the investigation using total enumeration as the sampling technique.

The specific criteria for participants are as follows: (1) must have been a teacher for more than 3 years; (2) Currently serving as a wushu teacher in colleges and universities in Shandong Province; (3) Willingness, understanding of the research topic, and ability to participate in the research.

This research paper is for academic purposes only. In addition, the researcher will use the questionnaire to collect the main data and information, which involve the privacy of the respondents, and the questionnaire will be treated confidentially.

4. RESULTS AND ANALYSIS

Table 1. Demographic Profile of the Respondents

Demographic Profile	Categories	Frequency	Percentage
Sex	Male	100	79.37
	Female	26	20.63
	Total	126	100.00
Age	Below 30 years old	39	30.95
	30-40 years old	56	44.44
	41-50 years old	19	15.08
	51-60 years old	12	9.52
	Total	126	100.00
Teaching Experience	3-10 years	60	47.62
	11-18 years	49	38.89
	19-26 years	9	7.14
	27-34 years	8	6.35
	Total	126	100.00
Occupational Title	Assistant	12	9.52
	Lecturer	79	62.70
	Adjunct Professor	28	22.22
	Professor	7	5.56
	Total	126	100.00
Educational Attainment	Bachelor's Degree	103	81.75
	Master's Degree	19	15.08
	Doctoral Degree	4	3.17
	Total	126	100.00

Table 1 presents the demographic composition of the respondents. The table is divided into several sections, each detailing different demographic aspects of a group of respondents. These sections include Sex, Age, Teaching Experience, Occupational Title, and Educational Attainment.

In the Sex category, there are two groups: Male and Female. Males comprise a majority with 100 respondents, accounting for 79.37% of the total, while females are represented by 26 respondents, making up 20.63%. The total number of respondents in this category sums up to 126, or 100%.

When it comes to the Age group, the table is broken down into four age ranges. Those below 30 years old number 39, equating to 30.95% of the total. The 30-40 years old category is the most represented with 56 individuals, making up 44.44%. The 41-50 years old group has 19 respondents (15.08%), followed by the 51-60 years old category with 12 individuals (9.52%). The combined total for the Age category is also 126 respondents.

The Teaching Experience segment is similarly structured, with four ranges of years. The range from 3-10 years has the highest frequency with 60 teachers (47.62%), followed by the 11-18 years group with 49 teachers (38.89%). Those with 19-26 years of experience number 9 (7.14%), and finally, the 27-34 years group has 8 teachers (6.35%). The total count for Teaching Experience is 126.

Under Occupational Title, four titles are listed. Assistant is the title for 12 respondents (9.52%), Lecturer for the majority with 79 (62.70%), Adjunct Professor for 28 (22.22%), and Professor for 7 (5.56%), with the total again adding up to 126.

Lastly, the Educational Attainment category shows the highest number of respondents possessing a Bachelor's

Degree, with 103 individuals (81.75%). Those with a Master's Degree are 19 (15.08%), and a Doctoral Degree is held by 4

respondents (3.17%). The total number of respondents with educational data is 126.

Table 2. Assessment of Occupational Stress – Education and Teaching

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
Update of wushu teaching content	3.08	0.96	Agree	Stressful	1
Innovation in teaching methods and means	3.03	0.97	Agree	Stressful	6
My own wushu teaching experience	3.02	0.98	Agree	Stressful	7
Requirements and tasks of various wushu competitions	3.06	0.97	Agree	Stressful	2
Teaching work intensity	3.06	0.94	Agree	Stressful	2
Safety issues in the teaching process	3.06	0.98	Agree	Stressful	2
Reform of education and teaching	3.05	0.99	Agree	Stressful	5
Education and Teaching	3.05	0.82	Agree	Stressful	-

Scale: 1-1.50: Strongly Disagree/Not Stressful; 1.51-2.50: Disagree/Slightly Stressful; 2.51-3.50: Agree/Stressful; 3.51-4.00: Strongly Agree/Very Stressful

Table 2 assesses various indicators related to the stress experienced in the field of education, specifically within the context of teaching wushu, a form of Chinese wushu. The assessment is quantitative, using a mean score and standard deviation (SD) to indicate the level of agreement with each statement and the variability of responses.

The indicators listed in the table are focused on aspects of wushu teaching and the educational process, including the updating of teaching content, innovation in teaching methods, personal teaching experience, the demands of wushu competitions, teaching work intensity, safety issues during teaching, and the overall reform of education and teaching. Each indicator is accompanied by a mean score, standard deviation, a rank, and a verbal description or interpretation.

The mean scores hover around the 3.00 mark, which falls within the range of "Agree/Stressful" based on the provided scale at the bottom of the table. This scale interprets scores between 2.51 to 3.50 as indicative of agreement that the factor is stressful. The 'Update of wushu teaching content' indicator ranks highest in perceived stress with a mean of 3.08 and a standard deviation of 0.96, indicating a general consensus that it is a stressful aspect, though with some variation in responses.

Other indicators such as 'Innovation in teaching methods and means' and 'My own wushu teaching experience' are also agreed upon as being stressful, with mean scores of 3.03 and 3.02 respectively, and rank as the 6th and 7th most stressful factors.

Interestingly, three indicators ('Requirements and tasks of various wushu competitions,' 'Teaching work intensity,' and 'Safety issues in the teaching process') share the same mean score of 3.06 and are tied for the 2nd rank in terms of stressfulness, indicating these are significant areas of concern for those assessed.

The 'Reform of education and teaching' has a mean score of 3.05 with a standard deviation of 0.99, ranking as the 5th stressor, suggesting that while it's considered stressful, there's a relatively wide range of feelings about its impact.

Lastly, the indicator 'Education and Teaching' is listed without a rank but has a mean score of 3.05 and the lowest standard deviation of 0.82, suggesting a more consistent response among participants in finding this aspect stressful.

When Guo Rong (2023) studied the occupational stress of young teachers in universities and colleges, she found that occupational stress is mainly manifested in heavy work tasks, low salary and lack of career accomplishment. The cause of stress is the difficulty of career development, heavy work load and personal value is not reflected.

Table 3. Assessment of Occupational Stress – Scientific Research

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
Application for scientific research projects	3.06	0.99	Agree	Stressful	3
Application for scientific research awards	3.09	0.96	Agree	Stressful	2
Participation in academic conferences	3.03	0.98	Agree	Stressful	7
Publication of academic papers	3.10	1.03	Agree	Stressful	1
Attend various academic conferences	3.06	0.91	Agree	Stressful	3
Feel time pressure	3.06	0.88	Agree	Stressful	3
Pressure between team members to work together	3.06	0.94	Agree	Stressful	3
Scientific Research	3.06	0.81	Agree	Stressful	-

Scale: 1-1.50: Strongly Disagree/Not Stressful; 1.51-2.50: Disagree/Slightly Stressful; 2.51-3.50: Agree/Stressful; 3.51-4.00: Strongly Agree/Very Stressful

Table 3 presents an evaluation of various factors contributing to occupational stress within the domain of scientific research. The table assesses stress levels using several indicators related to the process and responsibilities of conducting and contributing to scientific research.

The table lists several key activities involved in a scientific researcher's role and measures the perceived stress associated with each, using a mean score, standard deviation (SD), and a ranking system to indicate the level of stress. Additionally, each indicator is evaluated with a verbal description or interpretation.

The highest mean score is for 'Publication of academic papers' with a score of 3.10 and a standard deviation of 1.03, suggesting that this is the most stressful activity, with a fair amount of variability in how stressful respondents find it. This indicator is ranked number 1, aligning with the common perception that publishing is a high-pressure aspect of

academic research.

Application for scientific research awards' is the second most stressful activity with a mean score of 3.09 and a standard deviation of 0.96. The ranking of 2 indicates its significant position as a source of stress, likely due to the competitive and critical nature of obtaining such awards.

Multiple indicators are tied for the third rank, each with a mean score of 3.06, indicating a consensus on their stressfulness. These include 'Application for scientific research projects,' 'Attend various academic conferences,' 'Feel time pressure,' and 'Pressure between team members to work together.' Each of these activities has slightly different standard deviations, ranging from 0.81 to 0.99, suggesting varying degrees of agreement on the level of stress they cause.

'Participation in academic conferences' has a mean score of 3.03 and a standard deviation of 0.98, ranked 7th. This suggests that while it is still agreed upon as stressful, it is relatively less so compared to other listed activities.

The indicator simply labeled 'Scientific Research' is listed without a rank but has a consistent mean score of 3.06 and the lowest standard deviation of 0.81, indicating a general agreement on the stress associated with scientific research as a whole.

etc., different groups of teachers face different sources and degrees of pressure. The pressure of junior high school teachers in J Province and R City mainly comes from five factors: students, schools, families, teachers, students' parents and public opinion.

Table 4 assesses various factors contributing to occupational stress as it pertains to the personal development of individuals, potentially in the context of wushu teaching given the specific reference to wushu teachers.

This table contains a set of indicators that reflect different aspects of personal and professional growth. Each indicator is analyzed through its mean score, standard deviation (SD), a given rank, and a verbal description or interpretation of the stress level it represents.

The indicator 'The future of one's career is clear' tops the list with the highest mean score of 3.12 and a standard deviation of 0.96, suggesting that clarity regarding career future is a significant source of stress, with respondents generally agreeing on this sentiment. It is ranked number 1, denoting it as the most stressful factor related to personal development.

'Further refresher training opportunities' follow closely, with a mean score of 3.05 and a standard deviation of 0.97. It is ranked second, indicating that the need for ongoing training and development is also a prominent stressor for individuals.

Your own health status' has a mean score of 3.04 with the highest standard deviation of 1.07 in the table, ranked 3rd, showing that there is some variability in how stressful this factor is perceived to be.

The 'Wages and benefits' indicator, with a mean score of 3.02 and a standard deviation of 1.04, is ranked 4th. This suggests that financial compensation and benefits are areas of concern but with a wide range of responses regarding their stressfulness.

The balance between 'The relationship between work, study, and life' is recognized with a mean score of 3.00 and is ranked 5th, signifying a moderate level of stress associated with managing these aspects.

'Professional status of wushu teachers' and 'Update of your own knowledge level' are considered less stressful, with mean scores of 2.98 and 2.92, respectively, and are ranked 6th and 7th. Although they are on the lower end of the stress spectrum in this table, they are still within the range that suggests agreement on their stress-inducing nature.

The category 'Personal Development' as a whole has a mean score of 3.02 with the lowest standard deviation of 0.85, indicating a general consensus on the stress involved with personal development, though not assigned a specific rank.

Ding Yi (2023) conducted a survey and research on the current situation of teachers' occupational stress from five dimensions: exam pressure, student factor, self-development factor, family and interpersonal relationship, and workload pressure, and concluded that teachers were mostly focused on some kinds of pressure and more stressful options in the face of exam evaluation pressure; When facing students, teachers mainly focus on some options with high pressure and high pressure. When facing the pressure of self-development needs, teachers mainly focus on some pressures and greater pressures; When facing the pressure of self-development needs, teachers mainly focus on some pressures and greater pressures; When facing the pressure of self-development needs, teachers mainly focus on some pressures and greater pressures.

Table 4. Assessment of Occupational Stress – Personal Development

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
Update of your own knowledge level	2.92	0.91	Agree	Stressful	7
Further refresher training opportunities	3.05	0.97	Agree	Stressful	2
The future of one's career is clear	3.12	0.96	Agree	Stressful	1
Wages and benefits	3.02	1.04	Agree	Stressful	4
Your own health status	3.04	1.07	Agree	Stressful	3
The relationship between work, study and life	3.00	0.98	Agree	Stressful	5
Professional status of wushu teachers	2.98	0.98	Agree	Stressful	6
Personal Development	3.02	0.85	Agree	Stressful	-

Scale: 1-1.50: Strongly Disagree/Not Stressful; 1.51-2.50: Disagree/Slightly Stressful; 2.51-3.50: Agree/Stressful; 3.51-4.00: Strongly Agree/Very Stressful

Zhong Jianli (2023) concluded after the survey that the pressure structure faced by teachers in J Province and R City has changed. In addition to the traditional factors such as examinations and further studies, welfare status, parents of students and public opinion, new media applications, students' diversified knowledge structure and the requirements of The Times have also brought new challenges to teachers. From the perspective of age, family situation, professional title, teaching hours, teaching disciplines, salary,

Table 5. Assessment of Occupational Stress – Organization and Management

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
Participate in educational and teaching research activities	2.98	1.06	Agree	Stressful	1
School education and teaching management system	2.87	1.03	Agree	Stressful	7
Talent training requirements of the school	2.96	0.98	Agree	Stressful	2
Make reasonable arrangements for various work items assigned by superiors	2.90	1.08	Agree	Stressful	5
Pressure from public opinion	2.89	1.09	Agree	Stressful	6
Professional ethics condemnation and disputes	2.91	1.04	Agree	Stressful	4
Participate in student evaluation	2.95	0.95	Agree	Stressful	3
Organization and Management	2.92	0.90	Agree	Stressful	-

Scale: 1-1.50: Strongly Disagree/Not Stressful; 1.51-2.50: Disagree/Slightly Stressful; 2.51-3.50: Agree/Stressful; 3.51-4.00: Strongly Agree/Very Stressful

Table 5 evaluates various aspects of organizational and management roles and how they contribute to occupational stress. This table appears to target educators or individuals within an academic setting, as it references school management systems and educational activities.

The table lists several indicators that are typical in an educational organization and measures the perceived stress associated with each, using a mean score and standard deviation (SD) for statistical analysis. Each indicator is also given a rank according to the stress level it represents, along with a verbal description or interpretation.

Interestingly, the indicator 'Participate in educational and teaching research activities' has the highest mean score of 2.98 with a standard deviation of 1.06, making it the top-ranked stressor according to this assessment. The relatively high standard deviation suggests that there's a wide range of responses on how stressful this activity is perceived to be.

'Talent training requirements of the school' and 'Participate in student evaluation' are also ranked highly stressful with mean scores of 2.96 and 2.95, respectively, ranked 2 and 3. These activities are central to the educational process, suggesting that the responsibilities associated with talent development and student assessment are significant sources of stress for those involved.

'Professional ethics condemnation and disputes' and 'Make reasonable arrangements for various work items assigned by superiors' are ranked 4 and 5, with mean scores of 2.91 and 2.90 respectively. These involve the moral aspects of the profession and the challenges of workload management, both

of which are acknowledged as stress-inducing but to a slightly lesser extent than the top-ranked indicators.

'Pressure from public opinion' and 'School education and teaching management system' are ranked as the least stressful with mean scores of 2.89 and 2.87, positioned at 6 and 7 in the ranking. Although they are on the lower end of the scale in this assessment, they are still regarded as factors that contribute to stress.

The category 'Organization and Management' as a whole is given a mean score of 2.92 with a standard deviation of 0.90, suggesting a general agreement on the stress associated with organizational and management responsibilities, though not assigned a specific rank.

Just as: Zhang Yiling (2022) mainly explored the source of occupational stress for new teachers from eight dimensions: work load, own needs, welfare status, interpersonal relationship, parent factor, student factor, education reform, and school management. Finally, the pressure sources of teachers' feeling of stress from high to low are: work load, school management, parent factors, education reform, own needs, welfare status, student factors, and interpersonal relationship. From the overall data, it can be shown that new primary school teachers have a high degree of stress perception in all dimensions except interpersonal relationship stressors.

Table 6. Assessment of Occupational Stress – Human Relations

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
Teacher-student relationship	2.87	1.00	Agree	Stressful	6
The relationship between students	2.86	0.99	Agree	Stressful	7
Colleague relationships	2.90	1.01	Agree	Stressful	4
Upper and subordinate relationships	2.95	1.00	Agree	Stressful	2
Family relationships	2.90	1.02	Agree	Stressful	4
Social relationships	2.96	1.02	Agree	Stressful	1
The relationship between your current self and your ideal self	2.91	1.07	Agree	Stressful	3
Human Relations	2.91	0.87	Agree	Stressful	-

Scale: 1-1.50: Strongly Disagree/Not Stressful; 1.51-2.50: Disagree/Slightly Stressful; 2.51-3.50: Agree/Stressful; 3.51-4.00: Strongly Agree/Very Stressful

Table 6 focuses on the stress associated with various interpersonal relationships. This table describes the organizational and educational context, as it includes relationships pertinent to wushu school.

The indicators listed in the table are specific to the quality of relationships experienced by wushu teachers. Each relationship type is measured by its mean score and standard deviation (SD), and is assigned a rank based on the perceived level of stress it causes, accompanied by a verbal description.

'Social relationships' are deemed the most stressful, with the highest mean score of 2.96 and a standard deviation of 1.02, ranking as the top stressor. This might reflect the

complexities of managing social dynamics and expectations, which can be demanding and have a significant impact on individuals.

'Upper and subordinate relationships' are ranked second with a mean score of 2.95, indicating that the interactions between different levels of hierarchy are a notable source of stress. The standard deviation of 1.00 suggests a general consensus among respondents, although there's some variability in perceptions of stress.

The 'The relationship between your current self and your ideal self' holds the third rank with a mean score of 2.91 and the highest standard deviation of 1.07, pointing to the personal stress that comes from self-reflection and the pursuit of personal ideals.

'Colleague relationships' and 'Family relationships' are tied in the fourth rank, each with a mean score of 2.90. This highlights that relationships both in the workplace and at home contribute similarly to stress levels.

'Teacher-student relationship' and 'The relationship between students' are perceived as slightly less stressful, with mean scores of 2.87 and 2.86 respectively, ranking 6th and 7th. These are important in educational settings and their lower ranking might indicate a slightly better handling or acceptance of these relationships compared to others.

The category 'Human Relations' as a whole is given a mean score of 2.91 with a low standard deviation of 0.87, suggesting a general consensus on the stress associated with human relations, though not assigned a specific rank.

Table 7. Level of Occupational Stress

Domains	Mean	SD	Verbal Description	Interpretation	Rank
Education and Teaching	3.05	0.82	Agree	Stressful	2
Scientific Research	3.06	0.81	Agree	Stressful	1
Personal Development	3.02	0.85	Agree	Stressful	3
Organization and Management	2.92	0.90	Agree	Stressful	4
Human Relations	2.91	0.87	Agree	Stressful	5
Occupational Stress	2.99	0.56	Agree	Stressful	-

Scale: 1-1.50: Strongly Disagree/Not Stressful; 1.51-2.50: Disagree/Slightly Stressful; 2.51-3.50: Agree/Stressful; 3.51-4.00: Strongly Agree/Very Stressful

Just as: Du Li (2023) concluded that the causes of occupational stress of young rural primary school teachers in the new era include personal reasons, school management levels and social levels. Among them, the personal reasons are low professional level, marriage, professional title and post promotion. The management level of the school consists of two aspects: holding posts and teaching subjects; Social aspects include gender, social media, teaching software, and communication between driving schools.

Table 7 conveys the overall levels of stress within different domains of an occupational. This data is particularly relevant in contexts where stress assessment is critical, such as in workplaces, educational institutions, or research organizations.

The table categorizes stress into five domains: Education and Teaching, Scientific Research, Personal Development, Organization and Management, and Human Relations. Each domain is analyzed based on its mean score, standard

deviation (SD), and is given a rank relative to the other domains.

'Scientific Research' is indicated as the most stressful domain with the highest mean score of 3.06 and the lowest standard deviation of 0.81, which suggests a strong agreement among participants on its stressfulness. This domain is ranked number 1, denoting it as the highest source of stress according to this assessment.

Closely following is the 'Education and Teaching' domain with a mean score of 3.05 and a standard deviation of 0.82. It is ranked second, indicating that educational roles are perceived to be nearly as stressful as those in scientific research.

'Personal Development' comes next, ranked third, with a mean score of 3.02. The standard deviation of 0.85 shows a consensus among respondents that personal growth within an organization can be a source of stress.

'Organization and Management' is assessed as the fourth most stressful domain with a mean score of 2.92 and a standard deviation of 0.90, which is slightly lower than the top three domains but still falls within the 'Agree/Stressful' category.

'Human Relations' is viewed as the least stressful but still significant, with a mean score of 2.91 and a standard deviation of 0.87, placing it at rank five.

Overall, the category 'Occupational Stress' has a mean score of 2.99 and the lowest standard deviation of 0.56, indicating a general agreement that occupational stress is prevalent across the board, though specific stress levels vary by domain.

The scale used for interpretation indicates that a mean score within the range of 2.51-3.50 corresponds to 'Agree/Stressful.' This suggests that respondents agree that all the mentioned domains contribute to occupational stress.

Just as: Du Li (2023) concluded that the causes of occupational stress of young rural primary school teachers in the new era include personal reasons, school management levels and social levels. Among them, the personal reasons are low professional level, marriage, professional title and post promotion. The management level of the school consists of two aspects: holding posts and teaching subjects; Social aspects include gender, social media, teaching software, and communication between driving schools.

Table 8 presents an analysis of how various demographic factors correlate with reported levels of occupational stress.

The table is structured to show the mean scores and standard deviations (SD) of reported stress levels across different demographic categories, including Sex, Age, Teaching Experience, Occupational Title, and Educational Attainment. Each category is accompanied by a statistical value and a p-value, which are used to determine the significance of the differences observed.

In the Sex category, the mean stress levels for males and females are very close, 2.99 and 3.02 respectively, with similar standard deviations. The t-test result ($t=-0.30$) and a high p-value of 0.77 indicate that the difference in stress levels between males and females is not statistically significant, leading to the acceptance of the null hypothesis (H_0), which suggests no difference.

The Age category is broken down into four groups. While there are variations in the mean stress levels — the lowest being 2.85 for the 51-60 years old group, and the highest 3.19 for the 41-50 years old group — the F-test result ($F=1.09$) and the p-value of 0.36 imply that the differences are not

statistically significant.

Table 8. Differences in the Occupational Stress based on Demographic Profile

Profile	Mean	SD	Stat. Value	P-Value	Interpretation	Decision
Sex						
Male	2.99	0.56	t=-0.30	0.77	Not significant	Accept H0
Female	3.02	0.58				Accept H0
Age						
Below 30 years old	3.00	0.59	F=1.09	0.36	Not significant	Accept H0
30-40 years old	2.96	0.52				Accept H0
41-50 years old	3.19	0.57				Accept H0
51-60 years old	2.85	0.66				Accept H0
Teaching Experience						
3-10 years	2.99	0.53	F=1.05	0.38	Not significant	Accept H0
11-18 years	3.05	0.59				Accept H0
19-26 years	2.69	0.51				Accept H0
27-34 years	3.00	0.65				Accept H0
Occupational Title						
Assistant	3.26	0.57	F= 1.06	0.37	Not significant	Accept H0
Lecturer	2.95	0.53				Accept H0
Adjunct Professor	3.01	0.56				Accept H0
Professor	2.99	0.86				Accept H0
Educational Attainment						
Bachelor's Degree	2.96	0.56	F= 1.15	0.32	Not significant	Accept H0
Master's Degree	3.16	0.52				Accept H0
Doctoral Degree	3.10	0.88				Accept H0

For Teaching Experience, despite a noticeable lower mean stress level for the 19-26 years group (2.69), the F-test result (F=1.05) and a p-value of 0.38 again lead to the conclusion that the differences across the teaching experience groups are not significant.

Under Occupational Title, assistants reported the highest mean stress level (3.26), but the F-test result (F=1.06) and a p-value of 0.37 suggest that the differences between various occupational titles are not statistically significant.

Finally, the Educational Attainment category shows that those with a Master's Degree have a higher mean stress level (3.16) compared to those with a Bachelor's or Doctoral Degree. However, the F-test result (F=1.15) and a p-value of 0.32 do not support a statistically significant difference in stress levels based on educational attainment.

Overall, the table concludes that there are no statistically significant differences in occupational stress levels based on the demographic profiles analyzed. This is indicated by the consistent interpretation across all categories: "Not significant/ Accept H0." This suggests that, according to the data presented, sex, age, teaching experience, occupational title, and educational attainment do not significantly affect the levels of stress experienced occupationally by the subjects of this study. The acceptance of the null hypothesis across all categories means that any observed variations in mean stress levels are not enough to suggest a definite trend or difference that is statistically reliable.

The p-values being well above the standard alpha level of 0.05 reinforces the lack of statistical significance in these findings. The consistent standard deviations indicate variability within groups, but not enough to distinguish between groups with statistical confidence. This information could be valuable for occupational leaders and HR professionals, as it suggests that stress interventions might not need to be tailored for demographic differences but rather can be designed to address occupational stress as a whole.

Table 9 examines various elements of the working environment and how they contribute to job satisfaction, within the context of wushu teaching.

Table 9. Assessment of Job Satisfaction – Working Environment

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
Can provide enough teaching equipment and activity venues	3.09	1.00	Agree	Satisfied	4
Can provide a good office environment for teachers and teachers	3.08	0.88	Agree	Satisfied	6
Can you have a reasonable daily work and rest system	3.15	0.92	Agree	Satisfied	1
The superior has a reasonable arrangement for the wushu teaching content	3.05	0.92	Agree	Satisfied	7
There is a clear system for the further education and training of wushu teachers	3.13	0.94	Agree	Satisfied	2
The school has reasonable evaluation indicators for wushu teachers	3.13	0.93	Agree	Satisfied	2
The quality of students is good, which can achieve the effect of "teaching and learning"	3.09	0.97	Agree	Satisfied	4
Working Environment	3.10	0.78	Agree	Satisfied	-

Scale: 1-1.50: Strongly Disagree/Not Satisfied; 1.51-2.50: Disagree/Slightly Satisfied; 2.51-3.50: Agree/Satisfied; 3.51-4.00: Strongly Agree/Very Satisfied

The table measures job satisfaction through several indicators, each with a mean score and standard deviation (SD), indicating the level of satisfaction and variability of responses among the participants. These indicators are also ranked, with a verbal description that corresponds to the mean score.

The indicator 'Can you have a reasonable daily work and rest system' has the highest mean score of 3.15, indicating the strongest agreement with job satisfaction in this area. It is ranked 1st, suggesting that a balanced work-life schedule is highly valued and satisfying to the respondents.

'There is a clear system for the further education and training of wushu teachers' and 'The school has reasonable evaluation indicators for wushu teachers' both share a mean score of 3.13 and are tied for the 2nd rank. These factors indicate that ongoing professional development and fair evaluation methods are important for job satisfaction.

'Can provide enough teaching equipment and activity venues' and 'The quality of students is good, which can achieve the effect of "teaching and learning"' are both given a mean score of 3.09, ranking them 4th. These suggest that resources and student quality significantly affect teachers' job satisfaction.

The 'Can provide a good office environment for teachers' indicator has a mean score of 3.08, placing it at 6th rank. This shows that the physical space where teachers work is a factor in their overall job satisfaction, but it ranks lower than other factors.

The lowest-ranked indicator is 'The superior has a reasonable arrangement for the wushu teaching content' with a mean score of 3.05. Although it is the least in terms of ranking, the agreement level still falls within the 'Agree/Satisfied' category, indicating that it is still a positive contributor to job satisfaction.

Overall, the 'Working Environment' category has a mean score of 3.10 and the lowest standard deviation of 0.78, suggesting a general satisfaction with the working environment among the respondents, albeit with less variability than the individual factors.

Guo Yanyan (2023), in the process of investigating the job satisfaction of primary school teachers in urban and rural areas of Heze City, found that the overall satisfaction of physical education teachers in urban areas was higher than that in rural areas through the comparison of eight dimensions: interpersonal relationship, student quality, work pressure, salary and welfare, social and self-identity, working environment, school management and self-development. In order to ensure the quality of education, only by narrowing the gap as much as possible can we improve the job satisfaction of rural PE teachers.

Table 10 provides an evaluation of job satisfaction related to various aspects of interpersonal relationships of wushu teachers within the wushu academy.

The table comprises a set of indicators that reflect different dimensions of interpersonal relations at work, each evaluated through its mean score, standard deviation (SD), and a rank that indicates the perceived level of satisfaction. Additionally, each indicator has a verbal description that corresponds with the mean score.

The indicator 'Satisfaction with your relationship with your professional team' is rated the highest with a mean score of 3.00, indicating the strongest agreement with job satisfaction in this area, which is crucial for collaborative and team-based environments. It is ranked number 1, highlighting the

importance of team dynamics in job satisfaction.

Table 10. Assessment of Job Satisfaction – Interpersonal Environment

Indicators	Mean	SD	Verbal Description/	Interpretation	Rank
The relationship between wushu teachers is very harmonious	2.97	1.06	Agree	Satisfied	3
Be able to live well with leaders and have equal and effective communication	2.98	1.03	Agree	Satisfied	2
Know the gap between your current work ability and your goals, and be able to actively adjust your attitude and behavior.	2.91	1.04	Agree	Satisfied	6
Relationships with people from all walks of life	2.98	0.98	Agree	Satisfied	2
Satisfaction of relationship with parents	2.89	0.99	Agree	Satisfied	7
Satisfaction with student relationship	2.93	0.99	Agree	Satisfied	5
Satisfaction with your relationship with your professional team	3.00	1.04	Agree	Satisfied	1
Interpersonal Environment	2.95	0.86	Agree	Satisfied	-

Scale: 1-1.50: Strongly Disagree/Not Satisfied; 1.51-2.50: Disagree/Slightly Satisfied; 2.51-3.50: Agree/Satisfied; 3.51-4.00: Strongly Agree/Very Satisfied

Closely following are 'Be able to live well with leaders and have equal and effective communication' and 'Relationships with people from all walks of life,' both with mean scores of 2.98 and tied for the 2nd rank. These factors underscore the value placed on leadership relations and a broad network of social interactions.

'The relationship between wushu teachers is very harmonious' also scores well with a mean of 2.97, reflecting a high level of satisfaction and is ranked 3rd. This suggests that peer relationships among wushu teachers contribute positively to their job satisfaction.

'Satisfaction with student relationship' and 'Know the gap between your current work ability and your goals, and be able to actively adjust your attitude and behavior' are in the middle, with scores of 2.93 and 2.91 respectively, ranking 5th and 6th. These reflect a slightly lower yet positive satisfaction regarding relationships with students and self-awareness in professional growth.

The least satisfaction is reported with 'Satisfaction of relationship with parents' with a mean score of 2.89, ranked 7th. While still in the 'Agree/Satisfied' range, it suggests that this area might need more attention compared to others.

The category 'Interpersonal Environment' overall has a mean score of 2.95 and a standard deviation of 0.86, without a specific rank, indicating a general satisfaction with the interpersonal environment, but with some variability in how individuals experience this aspect of their job.

Jing Liying (2023), based on the existing research on teacher leadership, teacher job satisfaction and the relationship between them, divides teacher leadership into

three main dimensions: leadership for school decision making, leadership for colleagues and leadership for students, among which leadership for colleagues and leadership for students include two sub-dimensions respectively. There are five sub-dimensions, namely, school decision-making leadership, colleague professional development leadership, colleague teaching leadership, self-teaching driving force and self-education driving force. The average value of each sub-dimension of teachers' job satisfaction is ranked as interpersonal satisfaction > self-actualization satisfaction > salary satisfaction > student development satisfaction > school management satisfaction. Teachers' job satisfaction in the surveyed area is most affected by teachers' teaching driving power for students and least affected by school decision-making leadership.

Table 11. Assessment of Job Satisfaction – Occupational Environment

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
Wushu teachers can give full play to their professional skills and knowledge	2.87	0.99	Agree	Satisfied	5
Improved career development and opportunities for advancement	3.02	0.99	Agree	Satisfied	1
Every wushu teacher can receive professional knowledge training, professional skills can be improved	2.84	1.07	Agree	Satisfied	7
School leaders can lead the development of wushu profession	2.88	1.05	Agree	Satisfied	4
The salary is commensurate with your efforts and efforts	2.92	1.02	Agree	Satisfied	3
Wushu teachers can adapt to the current work pressure	2.87	1.08	Agree	Satisfied	5
Wushu teachers can be recognized and respected by others in our school	2.94	0.91	Agree	Satisfied	2
Occupational Environment	2.91	0.87	Agree	Satisfied	-

Scale: 1-1.50: Strongly Disagree/Not Satisfied; 1.51-2.50: Disagree/Slightly Satisfied; 2.51-3.50: Agree/Satisfied; 3.51-4.00: Strongly Agree/Very Satisfied

Table 11 evaluates aspects of the occupational environment and their impact on the job satisfaction of wushu teachers.

The table breaks down job satisfaction into specific indicators that pertain to the professional experiences and conditions of wushu teachers. Each indicator is evaluated by a mean score and standard deviation (SD), providing insights into the average satisfaction level and the variability of responses among the individuals assessed. The indicators are also ranked, and each is given a verbal description or interpretation correlating to the mean score.

The indicator with the highest satisfaction is 'Improved

career development and opportunities for advancement,' with a mean score of 3.02, indicating that career growth is a significant source of satisfaction for the respondents. It is ranked as number 1, underscoring the importance of career progression in occupational satisfaction.

'Wushu teachers can be recognized and respected by others in our school' holds the second rank with a mean score of 2.94. This suggests that social recognition within the school community is an important factor in how wushu teachers perceive their job satisfaction.

Coming in at third place, 'The salary is commensurate with your efforts and efforts' has a mean score of 2.92, reflecting a sentiment that compensation is somewhat aligned with the work put in, though there is notable variation in this perception, as indicated by the standard deviation.

The ability for 'Wushu teachers to give full play to their professional skills and knowledge' and 'Wushu teachers can adapt to the current work pressure' both share a rank of 5 with mean scores of 2.87, suggesting that while there is satisfaction in being able to utilize skills and handle work pressure, there are also some areas for improvement.

The lowest-ranked indicator is 'Every wushu teacher can receive professional knowledge training, professional skills can be improved,' with a mean score of 2.84. While still within the 'Agree/Satisfied' range, it indicates that there may be a desire for more professional development opportunities.

Overall, the 'Occupational Environment' as a whole is given a mean score of 2.91 with a standard deviation of 0.87, suggesting a general feeling of satisfaction with the occupational environment among wushu teachers, although there is a range of experiences.

Wu Yandong (2021) proposed to analyze the current situation of teachers' occupational survival from the perspective of teachers' occupational development, which is to find out the root cause of the problem from the internal factors of teachers themselves, and mobilize the initiative and enthusiasm of teachers. The occupational development of teachers can be realized by improving the relevant system, strengthening vocational training, stimulating the endogenous motivation of teachers and strengthening. It can be seen that the occupational development of teachers is of great significance to the improvement of the living state of teachers. Therefore, improving the occupational quality and occupational level of teachers is an effective way to improve the living state of teachers.

Table 12 assesses the emotional and psychological satisfaction derived from the profession of wushu teaching.

The table includes several indicators designed to gauge the level of affection and pride that wushu teachers feel towards their occupation. Each indicator is assigned a mean score and a standard deviation (SD), reflecting the average response and the spread of responses, respectively. Furthermore, these indicators are ranked and accompanied by a verbal description that interprets the level of agreement and satisfaction.

The indicator 'I have a deep sense of pride as a wushu teacher' tops the list with the highest mean score of 3.11, suggesting that wushu teachers feel a strong sense of pride in their profession. It is the number 1 ranked indicator, emphasizing the importance of pride in job satisfaction.

Tied for the second rank are 'If I had to choose my career again, I would still choose to be a wushu teacher' and 'You can see that you have a broader development space in your future career,' both with a mean score of 3.04. These indicators

reflect a commitment to the profession and optimism about career prospects, indicating that wushu teachers are not only content but also see potential for future growth.

Table 12. Assessment of Job Satisfaction – Occupational Affection

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
I have a deep sense of pride as a wushu teacher	3.11	0.97	Agree	Satisfied	1
Have a sense of teaching achievement in the teaching process	3.01	0.98	Agree	Satisfied	5
I can feel the contribution of my work to students and society, and have a sense of accomplishment	2.98	1.00	Agree	Satisfied	7
If I had to choose my career again, I would still choose to be a wushu teacher	3.04	1.01	Agree	Satisfied	2
You can see that you have a broader development space in your future career	3.04	0.92	Agree	Satisfied	2
As a wushu teacher, I often feel respected	2.99	1.00	Agree	Satisfied	6
Becoming a wushu teacher can realize my life value	3.02	0.97	Agree	Satisfied	4
Occupational Affection	3.03	0.83	Agree	Satisfied	-

Scale: 1-1.50: Strongly Disagree/Not Satisfied; 1.51-2.50: Disagree/Slightly Satisfied; 2.51-3.50: Agree/Satisfied; 3.51-4.00: Strongly Agree/Very Satisfied

'Becoming a wushu teacher can realize my life value' has a mean score of 3.02 and is ranked 4th, indicating that the profession aligns well with personal life goals and values.

'Middle-ranked is 'Have a sense of teaching achievement in the teaching process' with a mean score of 3.01, placed at rank 5. This suggests that the act of teaching itself brings a sense of satisfaction, though there are factors that are seen as more fulfilling.

Lower in the ranking but still indicating agreement and satisfaction are 'As a wushu teacher, I often feel respected' and 'I can feel the contribution of my work to students and society, and have a sense of accomplishment,' with mean scores of 2.99 and 2.98 respectively. These reflect positive feelings associated with social recognition and contribution to others.

The category 'Occupational Affection' as a whole has a mean score of 3.03 and a standard deviation of 0.83, which does not have a rank but collectively indicates a strong sense of job satisfaction related to emotional and psychological fulfillment.

The 'Agree/Satisfied' interpretation of the scores suggests that wushu teachers generally have positive feelings associated with their profession. This assessment can be particularly useful for educational administrators and policymakers in understanding what drives satisfaction among teachers and how to foster an environment that supports and enhances these positive feelings.

Based on the introduction of the theory of "customer satisfaction", Li Qi and Qiu Yuan (2022) adopted the sum-of-factors evaluation method to investigate and evaluate the job satisfaction of higher vocational teachers, aiming to accurately find out the gap between public supply and service and the needs of higher vocational teachers, and promote the continuous improvement of government and school work in the field of public service. The results show that the job satisfaction index of Guangdong higher vocational teachers is 6.89, which is generally at the "average" level. The four secondary dimensions, including occupational identity, career expectation, school support and government guarantee, are closely related to teachers' job satisfaction and are the main factors affecting teachers' job satisfaction. The modeling results show that the first dimension of predicted contribution is school support, followed by career expectation and government guarantee, and the third is career identity. The results show that the factors of improving the job satisfaction level of higher vocational teachers, improving the school support and government guarantee, and improving the occupational identity and career expectation of teachers should not be less.

Table 13. Assessment of Job Satisfaction – Occupational Values

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
I think the work of wushu teachers is very important to promote the growth and development of students, and can get social recognition and praise	3.02	0.91	Agree	Satisfied	7
I think the work of college wushu teachers can promote the development of society	3.18	0.93	Agree	Satisfied	1
The reputation of the profession can be recognized by the family	3.10	0.93	Agree	Satisfied	3
In my opinion, the profession of college wushu teacher is one of the most important occupations in the society	3.08	0.93	Agree	Satisfied	5
I think it is meaningful to engage in wushu education	3.18	0.89	Agree	Satisfied	1
Can inherit and promote wushu culture, can let more people understand and love wushu	3.10	0.90	Agree	Satisfied	3
What I do now makes me happy	3.04	0.95	Agree	Satisfied	6
Occupational Values	3.10	0.76	Agree	Satisfied	-

Scale: 1-1.50: Strongly Disagree/Not Satisfied; 1.51-2.50: Disagree/Slightly Satisfied; 2.51-3.50: Agree/Satisfied; 3.51-4.00: Strongly Agree/Very Satisfied

Table 13 examines the intrinsic values that wushu, or

wushu teachers attribute to their profession and how these perceptions contribute to their overall job satisfaction.

The table provides a set of indicators that measure various aspects of how wushu teachers perceive the importance and impact of their work. Each indicator is evaluated by its mean score and standard deviation (SD), reflecting the average satisfaction level and the range of responses among the individuals. The indicators are ranked based on the mean scores, and a verbal description interprets these scores in terms of agreement and satisfaction.

Two indicators share the top ranking with mean scores of 3.18, indicating the highest level of satisfaction. The first is 'I think the work of college wushu teachers can promote the development of society,' reflecting a belief in the societal impact of their profession. The second top-ranked indicator is 'I think it is meaningful to engage in wushu education,' signifying that the teachers find personal significance and fulfillment in their educational roles.

'The reputation of the profession can be recognized by the family' and 'Can inherit and promote wushu culture, can let more people understand and love wushu' both receive a mean score of 3.10, tying them at the third rank. These indicators suggest that the recognition of their profession's reputation by family and the ability to spread wushu culture are important factors contributing to their job satisfaction.

Placed at rank 5, 'In my opinion, the profession of college wushu teacher is one of the most important occupations in society' with a mean score of 3.08, indicating a strong belief in the societal value of their occupation.

'What I do now makes me happy' has a mean score of 3.04, ranked 6th, suggesting that current professional activities provide a sense of happiness, although it ranks lower in comparison to the impact and recognition factors.

The indicator 'I think the work of wushu teachers is very important to promote the growth and development of students, and can get social recognition and praise' has the lowest rank with a mean score of 3.02. While still agreeing and satisfied, it indicates that this aspect, while positive, may be less central to their sense of job satisfaction compared to others.

Overall, 'Occupational Values' as a category have a mean score of 3.10 and the lowest standard deviation of 0.76, indicating a strong general satisfaction with the perceived value of their profession, though without a specific rank.

Scholar Hua Junhao (2022) conducted a study on the factors affecting the occupational identity of new middle school physical education teachers, and found that social, school and personal factors were the main factors affecting the occupational identity of new middle school physical education teachers. Among them, the social factors refer to the inclusive nature and social status of the new PE teachers made by the state. School factors refer to the degree to which the school attaches importance to and cares for the new PE teachers and the development opportunities given to the new teachers. Personal factors refer to the extent to which the family supports the new PE teachers and the personal learning, social and educational experience of the teachers.

Table 14 consolidates various aspects of job satisfaction into distinct domains as perceived by wushu teachers.

The table presents several domains that contribute to job satisfaction: Working Environment, Interpersonal Environment, Occupational Environment, Occupational Affection, and Occupational Values. Each domain is analyzed based on its mean score and standard deviation (SD), which indicate the average level of satisfaction and the variability

within the responses, respectively.

Table 14. Level of Job Satisfaction

Domains	Mean	SD	Verbal Description	Interpretation	Rank
Working Environment	3.10	0.78	Agree	Satisfied	2
Interpersonal Environment	2.95	0.86	Agree	Satisfied	1
Occupational Environment	2.91	0.87	Agree	Satisfied	3
Occupational Affection	3.03	0.83	Agree	Satisfied	4
Occupational Values	3.10	0.76	Agree	Satisfied	5
Job Satisfaction	3.02	0.51	Agree	Satisfied	-

Scale: 1-1.50: Strongly Disagree/Not Satisfied; 1.51-2.50: Disagree/Slightly Satisfied; 2.51-3.50: Agree/Satisfied; 3.51-4.00: Strongly Agree/Very Satisfied

The 'Interpersonal Environment' domain has the highest level of job satisfaction with a mean score of 2.95, despite being the lowest among the listed domains, it still falls within the 'Agree/Satisfied' range, suggesting that interpersonal relations at work are crucial and satisfactory to the respondents.

'Working Environment' and 'Occupational Values' both share the highest mean score of 3.10, yet they are given different ranks, 2 and 5 respectively. This indicates that both the physical aspects of the work environment and the inherent values associated with the occupation are highly regarded and contribute significantly to overall job satisfaction.

The 'Occupational Environment' is ranked third with a mean score of 2.91, signifying that while there is satisfaction with the job's structural and administrative aspects, it is slightly less compared to the other domains.

'Occupational Affection' is ranked fourth, with a mean score of 3.03. This reflects the emotional connection and pride associated with the profession, which is an important component of job satisfaction.

Overall, the 'Job Satisfaction' category, which encapsulates all the domains, has a mean score of 3.02 and the lowest standard deviation of 0.51, indicating a general feeling of satisfaction among the individuals surveyed, and a relatively high level of agreement about this sentiment.

Wang Shuang (2023) took Z County of Hubei Province as an example and selected 322 primary and secondary school teachers from 7 towns in the area for questionnaire survey. The specific conclusions of the study are as follows : (1) In terms of overall satisfaction, the job satisfaction of township teachers in Z County is at an average level and needs to be further improved. The dimensions of colleague relationship, self-actualization, working environment and leadership and management are relatively high, among which the colleague relationship scores the highest, while the satisfaction level of promotion and development, work pressure and salary is relatively low, and salary satisfaction ranks the last. (2) From the comparison of different background characteristics, variables such as age, working years, teaching time in school, educational background, occupational title, and monthly salary income show significant differences in overall job satisfaction and different dimensions. (3) In terms of influencing factors, teachers' age and monthly salary have a significant positive impact on teachers' overall job satisfaction; Educational background has a negative

predictive effect on teachers' job satisfaction. Salary, job pressure, promotion development and self-actualization have significant predictive effects on overall satisfaction.

5. Conclusion

1. There were 126 respondents, the majority of whom were male; The largest number of people in the 30-40 age group; There are 60 wushu teachers with 3-10 years of teaching experience, accounting for 47.62%; 79 of the respondents were called lecturers. The largest number of respondents had a bachelor's degree, 103, accounting for 81.75%.

2. Teachers pay more attention to scientific research and teaching, followed by personal development, etc. It can be seen that the current professional pressure of teachers lies in how to improve their scientific research level and education and teaching ability, and teachers do not neglect their own work for other reasons.

3. Age, sex, teaching experience, occupational title and educational attainment do not affect the levels of stress experienced occupationally by the respondents.

4. College martial arts teachers have a good interpersonal environment, in the "working environment", "professional values", "professional environment" and "professional emotion" are also satisfied, but after all, there is a relative ranking, the future should pay more attention to the professional environment and professional emotion two aspects of improvement.

5. Effective management countermeasures to relieve occupational stress and improve job satisfaction. These measures can be divided into four levels: government departments, education management departments, schools and teachers.

6. Recommendations

1. The environment where Wushu is being taught like school, male wushu teachers should be given more attention in terms of training.

2. Establish scientific and reasonable promotion of Wushu in schools and outside environment by advertising the Wushu training.

3. Improve the social status of university wushu teachers by establishing reasonable welfare benefits for teachers' government departments education management department.

4. Strengthen teachers' professional identity through career planning. Therefore, we should start from improving the scientific research level and teaching ability of teachers, and reduce the pressure of teachers in this respect by combining the corresponding management system.

5. Increase support for university martial arts teachers. Effectively relieve teachers' work pressure through various ways.

References

- [1] Du, M. H. (2022). A qualitative study on the vocational living state of novice teachers in special education schools. Huaibei Normal University.
- [2] Huang D. (2022). Research on occupational pressure of young Physical education teachers in universities of Henan Province. Henan University.
- [3] Liao H. (2022). Research on job satisfaction of physical education teachers in Chongqing. Chengdu Physical Education Institute.
- [4] Loughty, Dan Clement (2011). *Uran. A Sociological Study of School Teachers* (263). People's Education Press.
- [5] Tan Xiaoli. (2023). Occupational stress and occupational identity of middle school physical education teachers in Nanning City and their relationship. Guangxi Normal University.
- [6] Wang Huansheng (2019). Thinking and path selection of Wushu curriculum reform for physical education major in colleges and universities -- Based on the professional development of compound wushu teachers. Chinese wushu (Research).
- [7] Wang Shuang. (2023). Research on the status quo and improvement strategies of teachers' job satisfaction in township schools. Jilin University of Foreign Languages.
- [8] Wang Tianyu. (2019). Research on the relationship between principal leadership and teacher satisfaction. Shanghai Educational evaluation research.
- [9] Wu Yongkui, Liu Xiang, Zhang Zhonglu. (2022). The relationship between organizational support and job involvement of junior middle school teachers: The mediating role of job satisfaction. Journal of Northwest College of Adult Education.
- [10] Yu Min, Liu Jing. (2020). Investigation on the satisfaction of compulsory education teachers -- based on the perspective of teacher questionnaire survey in 7 counties (districts) of N province. Journal of Ningxia University (Humanities and Social Sciences Edition).
- [11] Zhang Huiling. (2022). Investigation and analysis of job satisfaction and turnover tendency of county high school teachers. East China Normal University.
- [12] Zhang Yifan. (2018). Occupational living state and improvement countermeasures of primary school teachers in urban-rural fringe: A case study of M primary School in C City. Northeast Normal University.