

Stress level of fulltime university classroom instructors affecting their classroom performance

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Abstract: This study aimed to investigate the influence of stress levels of college professional classroom teachers on their classroom performance. This study systematically analyzed the intrinsic connections between teacher stressors, stress levels, and classroom performance. It is found that the pressure of teachers mainly comes from the teaching task, scientific research pressure, student management and other aspects. Moderate pressure can stimulate teachers' teaching enthusiasm and innovative spirit, while excessive pressure may lead to teachers' emotional exhaustion, single teaching method, reduced classroom interaction and other problems, and then affect the teaching effect and students' satisfaction. Finally, this study puts forward specific strategies and suggestions to reduce teachers' pressure and improve classroom performance, which provides useful references for university administrators and teachers' personal development.

Keywords: Universities; full-time teachers; stress levels; classroom performance.

1. Introduction

In the higher education environment, teacher stress usually refers to the psychological tension caused by various sources of pressure faced by teachers in the process of fulfilling their responsibilities. These sources of stress may come from the heavy workload of teaching, the pressure of research requirements, the challenges of student management, competition for career development, and the balance between personal life and work. The pressure on teachers not only affects their personal mental health and happiness, but also directly affects their classroom performance. Teachers under excessive pressure may exhibit fatigue, anxiety, or lack of patience in the classroom, which can directly affect the quality of teaching and the learning outcomes of students. Therefore, a deeper understanding of the pressure level of full-time classroom teachers in universities and their impact on classroom performance is of great significance for improving teaching quality, safeguarding teacher rights, and promoting the healthy development of education.

2. Analysis of sources of stress for full-time university teachers

2.1. Workload and Teaching Tasks

The workload and teaching tasks undoubtedly occupy an important position among the sources of work pressure for full-time university teachers. With the popularization of higher education and the continuous expansion of university scale, the teaching tasks of full-time university teachers are becoming increasingly heavy. They need to undertake the teaching of multiple courses, as well as a large number of tasks such as lesson preparation, adaptation, and tutoring. These tasks not only require a significant amount of time and effort, but also require teachers to possess a high level of professional competence and teaching skills.

The heavy teaching tasks and workload have put tremendous pressure on teachers. Firstly, it requires teachers to have efficient time management skills in order to complete

numerous teaching tasks within a limited time. However, the reality is often that teachers' time is occupied by various trivial tasks, making it difficult for them to focus on teaching and research. Secondly, the heavy workload can also affect the physical and mental health of teachers, leading to emotional problems such as anxiety and depression. These issues not only affect the quality of work for teachers, but may also have a negative impact on their family life.

2.2. Academic research and assessment

In addition to undertaking teaching tasks, full-time classroom teachers in universities also face pressure from academic research and assessment. This pressure not only stems from the pursuit of academic development by teachers themselves, but is also closely linked to the evaluation system and professional title promotion system of universities.

Secondly, the research results are closely related to professional title promotion, salary and benefits, further exacerbating the pressure on teachers. In the evaluation system of universities, academic achievements are an important indicator for measuring the level and ability of teachers. The promotion and salary of teachers are often linked to their academic research achievements. Therefore, in order to obtain better career development prospects and economic benefits, teachers must constantly pursue academic achievements, which undoubtedly increases their psychological pressure.

2.3. Student Management and Interaction

Full time classroom teachers in universities must also face the challenges and problems of student management. This pressure mainly comes from two aspects: first, the management of student behavior inside and outside the classroom, and second, effective interaction and communication with students.

In terms of student management, teachers may encounter various challenges, such as classroom discipline issues, low student participation, and poor academic performance. These issues require teachers not only to have solid professional

knowledge, but also to master certain management skills and psychological knowledge. In addition, with the increasing diversity and personalized needs of student groups, teachers need to be more flexible and patient in dealing with various management challenges.

The pressure in interacting with students also comes from the gap between expectations and reality. Teachers hope that students can actively participate in class discussion and complete homework carefully, but in reality, students may have problems such as negative learning attitude and communication barriers. This gap between expectations and reality can make teachers feel frustrated and anxious.

2.4. Professional competition pressure

The competition for career development is one of the important sources of teacher pressure. In the field of education, with the continuous deepening of education reform and the promotion of new educational concepts, the requirements for teachers are getting higher and higher. Teachers not only need to master solid professional knowledge, but also need to constantly update their educational ideas and teaching methods to adapt to the changing educational environment. However, many teachers face intense competitive pressure due to limited faculty staffing and limited opportunities for promotion. They have to spend a lot of time and energy to improve their professional quality and teaching ability, in the hope of achieving better results in their careers.

2.5. Balance between personal life and work

Balancing personal life and work is also a major challenge faced by teachers. The characteristics of the teaching profession determine the workload to be heavy and tedious. Preparing lessons, attending classes, and grading assignments all require a significant amount of time and effort from the teacher. In addition, the handling of student issues, communication with parents and other trivial matters make teachers' schedules full.

In this situation, teachers often find it difficult to allocate enough time to handle personal affairs and take care of their families. Household chores, interactions with family members, personal interests, and hobbies may all be overlooked or delayed due to busy work schedules. Over time, the imbalance between life and work will also lead to conflicts and contradictions among teachers between work and family. The entanglement of family issues may also make it difficult for teachers to focus on teaching work. This imbalance between life and work can bring considerable pressure to the physical and mental health of teachers. Teachers may feel exhausted and even develop a sense of professional burnout.

3. The impact of stress on classroom performance

For full-time classroom teachers in universities, excessive pressure is like an invisible burden, which not only affects their physical and mental health, but also silently permeates the teaching process, leading to serious impacts on teaching quality and effectiveness.

3.1. Impact on teaching quality and effectiveness

The high level of teacher stress has a profound and widespread impact on teaching quality and effectiveness. Firstly, excessive pressure can easily lead teachers into a sustained state of anxiety and tension. In this emotional state, teachers not only find it difficult to maintain their physical and mental health, but also inadvertently transmit this emotion to students during the teaching process. In the teaching scene, an anxious and nervous teacher often appears more stiff and reserved. Their language expression may become less fluent and natural, and sometimes there may even be slip of the tongue or unclear words. At the same time, teachers may also appear more restrained in their body movements, lacking natural and approachable interaction with students. It is difficult for students to feel the teacher's confidence and enthusiasm in such a state, and it is even more difficult to establish effective communication between teachers and students.

In addition, excessive pressure can also have a negative impact on teachers' knowledge updating and academic research. Teaching is a job that requires continuous updating of knowledge and skills, and academic research is an important driving force for the continuous progress of teaching. However, under high-pressure conditions, teachers may have to devote most of their time and energy to dealing with daily teaching and management work, without the time to focus on learning new knowledge and deepening academic research. In this way, teachers' knowledge reserves may gradually lag behind the development of the times, and their teaching level and ability may also be limited as a result.

In the long run, the high pressure level of teachers will not only affect the professional growth and career development of teachers, but also have a direct impact on the teaching quality and teaching effect.

3.2. Impact on teaching methods

Teaching methods are an important means for teachers to impart knowledge, skills, and values in the classroom. The level of pressure on teachers often affects their decision-making in choosing and using teaching methods. In high-pressure environments, teachers may tend to adopt traditional and conservative teaching methods, such as lecturing, because these methods are relatively simple, easy to implement, and do not require much innovation and preparation. However, this teaching method often lacks interactivity and fun, making it difficult to stimulate students' interest and enthusiasm in learning.

Pressure can also affect teachers' flexible application of teaching methods. Under pressure, teachers may become rigid and inflexible, lacking flexible combinations and applications of different teaching methods, resulting in a lack of diversity and flexibility in classroom teaching, making it difficult to adapt to the learning needs and styles of different students.

3.3. Limited innovation ability

Excessive work pressure on teachers may limit their ability to innovate. Innovation is an important driving force for teaching development. However, under the high-pressure environment, it may be difficult for teachers to jump out of the inherent teaching framework and thinking mode, and it is difficult to try new teaching methods and means. This not only limits the personal growth and development of teachers,

but also affects the innovation and effectiveness of classroom teaching. On the other hand, classrooms lacking innovation often lack attraction and vitality, which is difficult to stimulate students' interest in learning and creativity

4. Stress management and coping strategies

4.1. Personal psychological adjustment

Personal psychological adjustment is the first line of defense for teachers to cope with stress. When facing pressure, teachers should learn to adjust their mentality and actively respond to challenges. Here are some specific psychological adjustment strategies:

(1) Cognitive restructuring: Teachers should recognize that stress is universal and should not overly worry. Reconstructing one's own cognition and seeing stress as an opportunity for growth and progress can help alleviate negative emotions.

(2) Emotional management: Learning to effectively manage emotions is key to reducing stress. Teachers can relax their body and mind, alleviate anxiety and stress through methods such as deep breathing, meditation, and yoga.

(3) Time management: Reasonably arranging time, organizing teaching tasks, research work, and personal life in an orderly manner, avoiding conflicts between work and life, can help improve work efficiency and quality of life.

(4) Social support: Maintaining good social connections with colleagues, friends, and family, seeking their support and help, can help alleviate stress.

4.2. Organizational support and training

As a workplace for teachers, universities should provide necessary support and training to help them cope with stress. Ensure that teachers can maintain a healthy psychological state in order to better fulfill their responsibilities.

(1) Establish a stress assessment mechanism. It is an important part of effectively dealing with teacher pressure. This is not just a simple questionnaire survey or interview, but requires a complete and scientific evaluation system. By regularly conducting stress assessments on teachers, we can comprehensively and deeply understand the sources and levels of their stress. This assessment should cover multiple aspects such as workload, career development, interpersonal relationships, family responsibilities, etc., in order to accurately grasp the stress situation faced by teachers.

(2) Provide psychological counseling services. Providing psychological counseling services is another important means of alleviating teacher stress. Universities should establish specialized psychological counseling centers equipped with professional psychological counselors to provide timely and effective psychological support and assistance to teachers. These psychological counselors not only need to have rich experience in psychological counseling, but also need to understand the professional characteristics and psychological needs of teachers. They can provide personalized psychological services to teachers through various forms such as one-on-one counseling, group counseling, and psychological lectures. During the counseling process, psychological counselors should pay attention to listening and understanding, respect the personal privacy and wishes of teachers, and help them analyze problems and find solutions.

In addition, universities can also cooperate with professional psychological counseling institutions to invite

psychological counselors to conduct special lectures or workshops on campus, to enhance teachers' awareness and importance of mental health. Through these activities, teachers can gain a deeper understanding of the importance of mental health, learn methods and skills to cope with stress, and thus enhance their psychological resilience.

(3) Strengthen teacher training: In the field of higher education, with the continuous acceleration of knowledge updating, teachers need to constantly update their knowledge and skills to meet the needs of teaching, research, and career development. Therefore, strengthening teacher training has become an important way for universities to cope with teacher pressure and improve teacher quality.

Universities should regularly organize various training activities, including but not limited to improving teaching skills, innovating research methods, and planning career development. For teaching skills, universities can invite experienced teachers to give lectures or workshops, share their experiences and insights in teaching, and help other teachers improve their teaching level. At the same time, modern educational technologies such as online teaching platforms and multimedia teaching tools can also be introduced to improve the teaching efficiency of teachers.

In terms of research methods, universities can organize researchers to share the latest research progress and achievements, guide teachers to pay attention to the forefront of disciplines, and master the latest research methods and skills. In addition, it can also provide opportunities for teachers to participate in academic exchange activities such as conferences and seminars, broaden their academic horizons, and stimulate their innovative inspiration.

In terms of career development planning, universities can invite career planners or human resources experts to provide personalized career guidance and advice for teachers. These experts can help teachers understand their strengths and weaknesses, develop appropriate career development plans, and provide corresponding training and support.

Through these training activities, teachers can not only improve their professional competence and ability to cope with stress, but also better adapt to the development needs of universities, enhance personal value and sense of achievement. At the same time, this also helps to enhance the sense of belonging and cohesion of teachers, promoting the harmonious and stable development of universities.

Optimizing the working environment: The work environment has a significant impact on the work efficiency, physical and mental health, and job satisfaction of teachers. Therefore, universities should actively improve the working environment for teachers and create a comfortable, quiet, and pleasant teaching and office space for them.

Firstly, universities should pay attention to the hardware facilities of teaching venues. Classrooms, laboratories, and other teaching facilities should be kept clean, bright, fully equipped, and fully functional. At the same time, attention should be paid to the comfort and safety of teaching venues, providing teachers with a good teaching environment.

In addition to hardware facilities, universities should also pay attention to the working environment and atmosphere of teachers. Regularly organize cultural and sports activities for faculty and staff to enhance communication and emotions among teachers; Establish harmonious teacher-student relationships and create a positive and upward campus atmosphere; Provide teachers with sufficient rest time and appropriate exercise venues to help them relieve work

pressure and maintain physical and mental health. Through these measures, universities can continuously optimize the working environment for teachers, enhance their job satisfaction and happiness. In a good working environment, teachers can focus more on teaching and research work, unleash their maximum potential, and contribute more to the development of universities.

In short, universities can provide comprehensive support and assistance to teachers, promote their personal and professional development, and lay a solid foundation for the long-term development of universities.

4.3. Teaching team collaboration

Teaching team collaboration is an effective way to alleviate teacher pressure. By collaborating with other teachers, teaching tasks can be shared, experiences and resources can be shared, thereby improving work efficiency and teaching quality.

(1) Establishing a teaching team: In the modern environment of higher education, establishing a teaching team has gradually become an effective way to promote the improvement of teaching quality and the professional growth of teachers. Teaching teams can not only gather the wisdom and strength of teachers to face challenges in teaching together, but also improve teaching effectiveness and achieve a leap in teaching quality through resource sharing and complementary advantages.

Universities should actively encourage and support teachers to form teaching teams. Firstly, through policy guidance, provide necessary financial support and resource guarantee for the teaching team to ensure that the team can carry out its work smoothly. Secondly, a teaching team building project can be established to encourage teachers to form interdisciplinary and cross college teaching teams around a certain discipline or course field, break down traditional disciplinary barriers, and achieve cross disciplinary integration and innovation of knowledge.

The establishment of a teaching team helps to achieve resource sharing. In a team, teachers can share teaching materials, experiences, and methods to avoid repetitive work and improve work efficiency. At the same time, team members can learn from each other and progress together. In addition, the teaching team can jointly develop high-quality teaching resources, such as textbooks, courseware, teaching videos, etc., to provide students with richer and more vivid learning materials.

The establishment of a teaching team also helps to achieve complementary advantages. Each teacher has their own teaching characteristics and expertise. By forming a teaching team, these characteristics and expertise can be organically integrated to form a more complete and systematic teaching system. At the same time, team members can complement and support each other to jointly address challenges and difficulties in teaching.

By establishing a teaching team, it is possible to effectively alleviate the workload pressure and difficulties faced by teachers in terms of knowledge reserves and scientific research, thereby promoting innovation in teaching models and improvement in teaching methods, and providing strong support for cultivating more outstanding talents.

(2) Strengthening team communication: In the teaching team, good communication is the key to ensuring efficient team operation and steadily improving teaching quality. Establishing an effective communication mechanism is the

foundation for strengthening team communication. The teaching team can hold regular team meetings to discuss in-depth issues such as teaching progress, teaching methods, and teaching resources. The meeting should have a clear agenda and objectives, ensuring that each member has the opportunity to express opinions and suggestions, exchange teaching experience and insights, and work together to solve problems encountered during the teaching process.

By strengthening team communication, the teaching team can better collaborate and jointly address challenges and difficulties in teaching. This not only helps to improve the quality of teaching, but also promotes the personal growth and career development of team members, greatly reducing the pressure on teachers to face problems. Therefore, universities should attach great importance to the communication issues of teaching teams, provide necessary support and assistance to team members, and promote the healthy development of teaching teams.

(3) Carry out team activities: Universities can organize teaching teams to carry out various forms of activities, such as teaching seminars, team training, etc., to enhance the emotions and trust among team members and enhance team cohesion.

5. Conclusion

The pressure level of full-time classroom teachers in universities has a significant impact on classroom performance. In order to improve the teaching quality and classroom performance of full-time classroom teachers in universities, we need to conduct more in-depth research on stress management and coping strategies. This includes providing effective teacher training, optimizing the work environment, strengthening communication and cooperation among teachers, and establishing a more comprehensive stress assessment and support system. Through these measures, we can help teachers better cope with stress, improve classroom performance, and provide students with a better teaching experience.

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