



Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities

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ABSTRACT:

The purposes of this research were: 1. To study the current situation of academic staff's work stress in Guangxi public universities. 2.To study the difference of academic staff's work stress in Guangxi public universities, and 3. Study on the Strategies of Academic Staff's Work Stress in Guangxi Public Universities. The research population included: 26 public undergraduate universities in Guangxi, 31,974 full-time academic staff.

The research instruments used in this study are: 1. Questionnaire.2. Interview fo-rm.3.Focus group interview. The statistical used were frequency,percentage,arithmetic mean,standard deviation,exploratory factor analysis etc.The results were found that:

1. The overall degree of work stress of academic staffs in universities is moderately low, and there are obvious differences between groups and individuals.
2. The work stressors of academic staff in universities are complex, and the stress formed by various stressors is different.
3. The degree of response of academic staff to work stress in universities is not high, but individual differences are significant.
4. The work stress of academic staff in universities is mainly affected by organizational management, and the quality of university management should be improving.

1. INTRODUCTION

In the past twenty years, teachers' work stress has become a research hotspot. During the period of 1993-2022, a total of 723,700 related journal papers and 1,430,900 dissertations were searched through a full-text search on CNKI. The research object covers university teachers, primary and secondary school teachers and kindergarten teachers. The research on academic staffs' work stress in Guangxi colleges and universities is concentrated in higher vocational colleges, private colleges and foreign

teachers. The academic achievements of special research on academic staffs' work stress in Guangxi public universities have not been retrieved yet.

The purpose of stress management is not to completely eliminate stress, but to control the stress level in an optimal state and improve the performance of individuals and organizations. For university teachers' work stress researchers, it is particularly important for the sustainable development of university organizations that how to break through the traditional stress management thinking



of staying at the individual level, effectively manage organizational stress, seek solutions to stress problems at institutional levels such as organizational norms and policies, and achieve the "win-win" goal of maximizing teachers' physical and mental health and organizational performance.

How to maximize the employment benefit of teachers in Guangxi public universities is an important topic of university teachers' management. Work stress is an important factor that affects the work efficiency of university teachers. Therefore, it is of great significance to study the work stress and management countermeasures of public university teachers in Guangxi. On the practical level, studying the work stress of university teachers is helpful to reduce the incidence of unexpected incidents, reduce the management cost and improve the work efficiency of teachers, which has great practical significance in improving the management efficiency of universities.

2. RESEARCH QUESTIONS

1. What's the current situation of work stress of academic staffs in Guangxi public universities?
2. What's the management strategies for improving the work stress of academic staffs in Guangxi public universities?
3. Are the Strategies for improving the work stress of academic staffs in Guangxi public universities adaptability and feasibility?

3. LITERATURE REVIEW

3.1 Current situation of foreign research

Hob Foll (1989) put forward the theory of resource conservation. Based on the resource loss priority principle and resource investment principle of resource preservation theory, this theory holds that individuals always have the tendency to preserve and protect existing resources and acquire new ones.

French and Caplan (1982) put forward the theory of individual-environment matching. French, Caplan and Van Harrison (1982) believed that the factors causing stress were not individual environmental factors or individual factors, but the result of the connection between individuals and the environment. The stress of

work is due to the mismatch between individual ability and work requirements.

Lazarus and Folkman (1986) put forward the cognitive evaluation theory of work stress in 1954. They believe that environmental stimulation is a necessary and sufficient condition for the generation of individual work stress, and the evaluation of the threat degree of environmental stimulation by individuals is a necessary condition for the generation of work stress.

Grace (1972) Among all professions, university teachers have the lowest sense of control over universities. This low sense of control, as well as the ambiguity of teachers' roles and responsibilities, will lead to the role conflict of university teachers.

Clark (1980) There are five stressors: colleague relationship, leader-teacher relationship, professional defects, workload and teaching work.

Fisher (1994) Research in two universities in Scotland shows that the stress of academic profession of university teachers is complex and diverse, which is related to the fact that teachers in higher education institutions have to play multiple roles at the same time.

Abouserie (1996) The main stressor is scientific research, followed by teaching, time constraints, relationships with colleagues, students' needs and leadership behavior.

Dunham (1984) The expectation that social teachers should have an ideal model leads to the conflict of teachers' roles.

Adams (1999) Teachers with low life and work satisfaction, inadequate career preparation, external control, poor health and low self-esteem are often under greater stress.

3.2 Current situation of domestic research

Duyexin (2017) conducted a questionnaire survey on the stress of young teachers in universities, and found that the stress problem of young teachers in universities is more serious, and its sources of stress are mainly concentrated in teaching, academic research and economic life.



Wang Yuning, Zhu Xiaoying (2012) First, professional title evaluation, second, salary, third, interpersonal relationship, fourth, children's education, marriage and family, etc.

Sun Hui (2003) Social changes, educational reform, management requirements, teaching requirements, interpersonal relationships, student factors, workload, inadequate working conditions, career development.

Li Hung (2005) Social status, conflicts between economic income and academic status, differences between self-evaluation and others' evaluation, worries about work security, troubles in interpersonal relationships, excessive workload, strong work burnout, education and teaching methods.

Zhang Guiping (2005) Self-expectation, interpersonal relationship, career development, work load, family life and organizational structure.

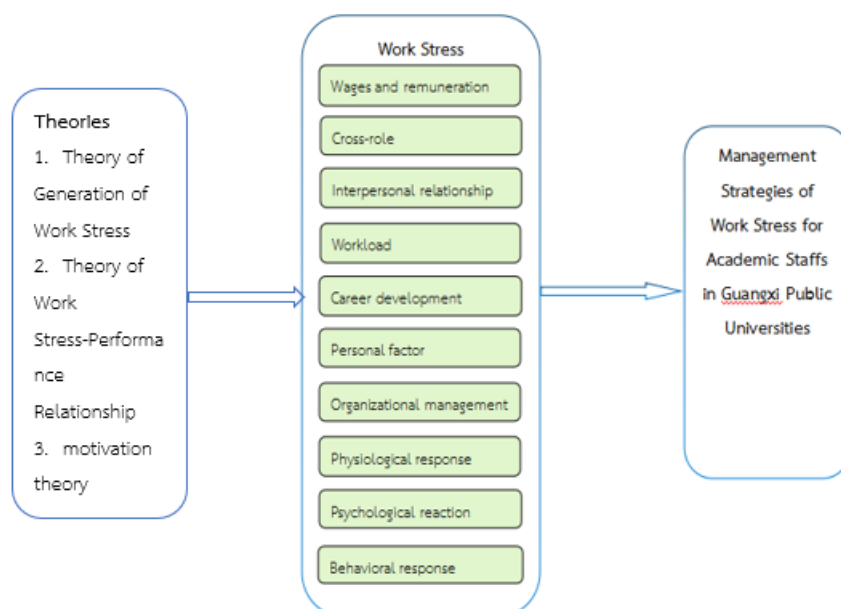
Huang Shuling (2005) Interpersonal stress, workload, teaching resources and student performance, personal life stress.

3.3 Comprehensive evaluation of domestic and foreign literature

Scholars at home and abroad have done a lot of research on the work stress of academic staffs in their own countries, and the related research results have great reference significance for this research. In terms of research perspectives, scholars mainly study from three perspectives: management, sociology and psychology. In terms of research content, domestic and foreign scholars have defined relevant concepts, which laid the foundation for the definition of the concept of academic staffs' work stress in this paper. Scholars at home and abroad explore the stressors of academic staffs from three dimensions: personal characteristics, school management and system design.

4. RESEARCH CONCEPTUAL FRAMEWORK

Figure 1 Research Framework



5. OBJECTIVES OF THE RESEARCH

1. To study the current situation of work stress for academic staffs in Guangxi public universities.
2. To provide the management strategies for improving the work stress of academic staffs in Guangxi public universities.

3. To evaluate the adaptability and feasibility of management strategies for improving the work stress of Academic Staffs in public universities in Guangxi.



6. RESEARCH METHODOLOGY

6.1 Population and Sample

6.1.1 Population

The population were 26 public universities in Guangxi, with 31,974 Full-time academic staffs.

6.1.2 Sample

The sample groups

Type random sampling (stratified random sampling) and simple random sampling methods were used, according to the sampling table of Krejcie and Morgan (1970). The sample population was 31,974, and 380 samples were sampled.

Research Instruments

This study adopts the interview method, questionnaire method and focus group method, and the

research tools used include interview form and questionnaire. The interview method is unstructured interview (non-standardized interview method). The questionnaire on academic staff's work stress in Guangxi public universities is divided into three parts: The first part is the general information about the interviewee, including: gender, age, educational background, work unit, working years, etc. The second part is the questionnaire of academic staff's work stressors in Guangxi public universities. According to the survey of Likert's 5-level rating scale, the researchers assigned the weight of the scores to five rating scales, as follows: no stress = 1; Light stress = 2; Medium stress = 3; Higher stress = 4; A lot of stress = 5. The third part is the work stress response questionnaire of academic staff in Guangxi public undergraduate universities. According to the survey of Likert 5-level rating scale, the researchers assigned the weight of the scores to five rating scales, as follows: None = 1; Rarely = 2; Sometimes = 3; Often = 4; Always = 5.

7. RESEARCH RESULTS

Table1 the average value and standard deviation of the current situation of work stress of academic staffs in ten aspects

(n=380)

academic staffs' work stress in Guangxi public universities		\bar{X}	S.D	level	rank
1	Salary load	2.78	0.70	medium	4
2	Cross-role load	2.64	0.60	medium	6
3	Interpersonal load	2.67	0.82	medium	5
4	Workload	3.02	0.67	medium	2
5	Organization management	2.64	0.73	medium	7
6	Career development	2.64	0.73	medium	8
7	Personal factor	2.00	0.72	low	10
8	Physiological responses	3.05	0.78	medium	1
9	Psychological responses	2.28	0.70	low	9
10	Behavioral responses	2.80	0.72	medium	3
Totle		2.67	0.72	medium	



According to Table1, it is found that the current situation of work stress of academic staff in ten aspects is at a moderate level ($\bar{X} = 2.67$). Among them, physiological

response ($\bar{X} = 3.18$) and work load ($\bar{X} = 3.02$) are above the medium level, and the lowest level is personal factors ($\bar{X} = 2.00$)

Table2 the average value and standard deviation of the current situation of work stress of academic staffs in workload dimension

(n=380)

	Workload dimension	\bar{X}	S.D	level	rank
1	Organize and participate in more extracurricular activities.	3.03	0.79	medium	2
2	I spend more time preparing lessons.	3.05	0.78	medium	1
3	More class hours per week.	3.01	0.75	medium	4
4	The number of students in charge is large.	3.02	0.77	medium	3
5	Heavy scientific research task	2.99	0.90	medium	5
Totle		3.02	0.67	medium	

According to Table 4.6, it is found that the current situation of work stress of academic staff in workload dimension is at a moderate level ($\bar{X} = 3.02$). Among them, the highest level is

I spend more time preparing lessons ($\bar{X} = 3.05$), and the lowest level is heavy scientific research task ($\bar{X} = 2.99$).

8. CONCLUSION AND DISCUSSION

8.1 Conclusion

The research in management strategies of work stress for academic staffs in Guangxi public universities. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: Current situation of work stress of Academic Staffs in Guangxi public universities.

Part 2: The strategies for improving the work stress of Academic Staffs in Guangxi public universities.

Part 3: The adaptability and feasibility of strategies for improving the Academic Staff's Work Stress in Guangxi Public Universities.

Part 1: Current situation of work stress of Academic Staffs in Guangxi public universities.

The current situation of academic staff work stress in Guangxi public universities is in the middle level in eight aspects and in the low level in two aspects. Taking into account the results of this study, the ranking from highest to lowest level is as follows: "Physiological responses" "Workload" "Behavioral responses" "Salary

load" "Interpersonal load" "Cross-role load" "Organization management" "Career development", followed by "Psychological reactions", and "Personal factor" was the lowest level.

Physiological responses dimension is above the medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Often sore back, leg pain, fatigue, followed by Physical discomfort symptoms such as chest tightness, headache, stuffiness, tinnitus, etc, and Poor sleep quality, poor appetite was the lowest level.

Workload dimension is above the medium level. Considering the results of this research aspects ranged from the highest to lowest level were follow: "I spend as



more time preparing lessons”“Organize and participate in more extracurricular activities”“The number of students in charge is large”,followed More class by hours

per week,and Heavy scientific research task was the lowest level.

Behavioral responses dimension is medium to lower level. Considering the results of this research aspects ranged from the highest to lowest level were as follow:The highest level was "Love to lose your temper", followed by "Have excessive behavior," and "Work efficiency decreases" was the lowest.

Salary load dimension is medium to lower level. Considering the results of this research aspects ranged from the highest to lowest level were as follow:The highest level is "Wages are relatively low," followed by Less bonus, less holiday benefits, and "Less lesson fees" is the lowest.

Interpersonal load dimension is medium to lower level. Considering the results of this research aspects ranged from the highest to lowest level were as follow:The highest level is "I can't communicate effectively with my colleagues and lack a sense of belonging" ,followed by can't communicate effectively with

students , and poor communication with managers is the lowest.

Cross-role load dimension is medium to lower level. Considering the results of this research aspects ranged from the highest to lowest level were as follow:"The demands on teaching performance are too high""Students don't love to learn",followed by worry that students won't adapt to my teaching style,and worry about students' test scores is the lowest.

Organization management dimension is medium to lower level. Considering the results of this research aspects ranged from the highest to lowest level were as follow:"Managers can't provide timely, meticulous and effective services”“Less

opportunities to participate in school decision-making”“The appraisal system is

unreasonable”“Because of the lack of pre-employment training, I don't know some

management systems of the school”“Lack of communication opportunities with colleagues and students”,followed by the employment system is imperfect,and I can't

get timely teaching feedback is the lowest.

Career development dimension is medium to lower level. Considering the results of this research aspects ranged from the highest to lowest level were as follow:"There are no opportunities for promotion by title", "There is no path to promotion", followed by "I have no chance to participate in academic activities and research", and "Lack of training and guidance in education and teaching" is the lowest level.

Psychological responses dimension is at a low level. Considering the results of this study, the highest to lowest levels are as follows: "Slow thinking, confusion and slow reaction", "Lack of concentration", "Anxiety, nervousness", followed by "Memory decline," and "Be down in spirits," is the lowest level.

Personal factor dimension is at a low level. Taking into account the results of this study, from highest to lowest levels are as follows: "Lack of teaching experience," "Poor psychological endurance," "Have high expectations for your own achievements ",followed by" Love to withdraw when encountering difficulties ", and "Insufficient professional knowledge and skills" is the lowest levels.

Part 2: The strategies for improving the work stress of Academic Staffs in public universities in Guangxi.

The strategies for improving the work stress of Academic Staffs in five aspects, which contain 17 measures. There are 4 measures for supporting employment management level, 4 measures for supporting teaching management level, 3 measures for supporting creative problem solving, 8 measures for supporting research management level, 4 measures for supporting the personnel management level, and 2 measures for supporting Logistics management level.

Employment management level strategy consisted of 4 measures: 1. Change the management concept and reposition the recruitment and management of academic staff in universities.The practice of treating the management and employment of academic staff simply



as the employment management of ordinary staff has some inappropriate positioning and should be corrected. the public universities in Guangxi should reposition the management and employment of academic staff, and form a management method with its own characteristics and advantages to adapt to the development and change of The Times and international situation. The specific improvement measures are as follows: to meet the recruitment needs in an all-round way, relax some rigid conditions when necessary, and adopt an eclectic approach in talent introduction according to the professional construction, discipline development, scientific research and other plans of universities. 2. Reform the salary policy of academic staff in universities and improve the employment treatment. Low salary is one of the main sources of stress for academic staff in universities. Universities should reform the salary system of academic staff, and the personnel management department of universities should conduct a detailed investigation on the academic staff of the university, identify their opinions on work benefits, sort out these opinions, report to the superior leadership, and put forward suggestions to modify the salary system of academic staff. To avoid the situation that the salaries of administrative and teaching auxiliary staff are generally higher than those of academic staff, so that the rise of academic staff salaries and price levels can be kept basically in sync. Salary is the main source of income for academic staff, and it is the main rely on to guarantee their survival. If their survival problem is solved, they will feel less stress in life, so that they can devote themselves to their work. Universities should increase stipends and bonuses for academic staff to the extent they can afford. In view of the negative work stress caused by the unsatisfactory salary of most academic staff, the school can increase the salary of academic staff by increasing the school allowance. 3. Standardize the recruitment procedures of academic staff in universities, expand channels and improve the quality of recruitment. (1) Improve the appointment procedures, and carefully examine the qualifications of academic personnel in universities. (2) Psychological tests should be carried out on academic staff in universities to eliminate personal trait stressors. (3) Vigorously develop intermediary organizations and broaden the channels for academic staff recruitment in universities. 4. Establish and improve the pre-service training system for academic personnel in universities. (1) Clarify the purpose of pre-

service training for academic personnel universities. One of the important contents of the teaching management of academic staff recruitment unit is to strengthen the pre-service training of academic staff. Since most academic staff are employed for the first time and only have professional knowledge, they still need to be trained in some theoretical education, teaching methods and teaching means before taking up their posts, so as to help them understand the connotation, characteristics and development rules of the development of higher education and teaching, and improve their teaching quality and ability. (2) Develop pre-service training plans for academic staff in universities. There are various forms of pre-work training and flexible practices. The training content should include the following aspects: a. To learn the national, provincial and university regulations and systems governing academic personnel in universities. b. To familiarize academic staff with the teaching and living environment. c. Organize academic staff to attend lectures and enrich teaching methods. d. Encourage academic staff to learn and become proficient in operational techniques for using multimedia in the classroom. e. Give guidance to academic staff in writing lesson plans and preparing lessons for the first time. Observe the teaching of academic staff and evaluate the lessons in time after the observation.

Teaching management level strategy consisted of 4 measures: 1. Adjust the teaching workload to keep the working stress of academic staff at a moderate level. 2. Improve the teaching supervision system to promote the positive work stress of academic staff. (1) Clarify the rights and responsibilities of the departments hiring and using academic staff in universities and eliminate the "vacuum" of management. (2) Formulate the teaching management system for academic staff in universities, and strengthen the constraints on academic staff in universities. First, through the establishment of the system, the responsibilities of academic staff are clarified and the teaching objectives are proposed. Secondly, the teaching situation of academic staff should be checked regularly and targeted guidance should be given, so as to comprehensively grasp and understand the teaching progress and teaching quality of academic staff. Third, the establishment of academic staff teaching evaluation system. Evaluation is also a key link to check the employment benefits. 3. Establish a teaching discussion mechanism to accelerate the speed of academic staff's



teaching adaptation. First, academic staff are invited to participate in teaching and research activities organized by the second-level colleges on a regular basis to discuss problems existing in teaching. They can prepare lessons together, write lesson plans together, or teach together in class. Schools should organize academic lectures and other teaching and research activities according to the academic staff's professional strengths, and invite them to hold regular teaching and discussion activities. These activities can help the academic staff to grow and progress together and learn from each other, so as to accelerate the adaptability of the academic staff to teaching. Second, timely feedback should be given to the teaching information. The feedback of students and teachers is conducive to the school's arrangement of various activities and the communication between teaching and life. 4. Improve the teaching environment and reduce the negative work stress of academic staff in universities. First, the class size should be controlled within a reasonable range. Too many class members are not conducive to the interaction between teachers and students and between students, so the class size can be controlled to an appropriate degree and the teaching effect can be guaranteed. Second, teaching facilities need to be improved. Many academic staff like to use modern equipment for teaching. Multimedia classrooms in many universities are often limited to showing slides, which cannot meet their requirements. Schools should improve teaching equipment if they have the ability. Thirdly, the selection of appropriate teaching materials. There are many kinds of similar teaching materials, and some academic staff cannot grasp the selection of teaching materials for the first time. The relevant departments of the university will provide appropriate help and guidance in the selection of textbooks at the initial stage of hiring academic staff.

Research management level strategy consisted of 3 measures: 1. Improve the scientific research management system of academic staff in universities. 2. Reasonable allocation of scientific research workload and regulation of scientific research workload of academic staff in universities. 3. Improve scientific research conditions and eliminate sources of negative work stress for academic staff in universities. First, increase the funding for scientific research under the conditions of the school funds. Scientific research cannot be carried out without strong financial support. Second, to buy advanced

experimental equipment or establish a first-class laboratory. For science and technology disciplines, it is difficult to create patented scientific research results without advanced experimental equipment and laboratories. Therefore, it is necessary to strengthen efforts to improve experimental equipment and experimental sites. Third, improve the office equipment, create a comfortable office environment. Creating a good scientific research environment for academic staff, so that they can reduce the worry of insufficient scientific research conditions, can devote their energy to scientific research work, and then improve the scientific research performance and employment benefits.

The personnel management level strategies consisted of 4 measures: 1. Improve the personnel management system and improve the service level. Establish the "people-oriented" management concept to help academic staff adapt to the new environment as soon as possible. 2. Improve the assessment and evaluation system of academic staff in universities and regulate the stress sources of evaluation work. (1) Establish a series of evaluation system to increase the enthusiasm of academic staff work stress. (2) Adopt reasonable evaluation mode to eliminate the sense of injustice of academic personnel in universities. (3) Improve the evaluation index, and increase the compulsory effectiveness of the evaluation system for academic personnel in universities. (4) Do a good work in the implementation of the evaluation system for academic personnel in universities, and improve the binding force of evaluation activities. (5) Timely feedback the assessment results to alleviate the confusion of academic staff in universities. 3. Take care of the career development of academic staff in universities to alleviate their growth concerns. (1) To help academic staff clarify their career plans. (2) Help academic staff's career development. 4. Implement psychological assistance program to improve academic staff's ability to cope with work stress.

Logistics management level strategies consisted of 2 measures: 1. Establish a logistics service management system for academic staff in universities. 2. Cultivate the service consciousness of logistics staff and improve the quality of logistics service.



Part 3: The adaptability and feasibility of strategies for improving the Academic Staff's Work Stress in Guangxi Public Universities.

From the analysis results of the evaluation on the adaptability and feasibility of improving the work stress management strategy of academic staff in public universities in Guangxi, it can be seen that the adaptability and feasibility of the improvement guide for the work stress management strategy of academic staff in public universities in Guangxi are at the highest level in five aspects. The mean values of adaptability and feasibility of Employment management level strategy are 4.57 and 4.71 respectively, which are at the highest level. The mean values of adaptability and feasibility of Teaching management level strategy are 4.64 and 4.71 respectively, which are at the highest level. The mean values of adaptability and feasibility of Research management level strategy are 4.76 and 4.71 respectively, which are at the highest level. The mean value of the personnel management level strategies' adaptability and feasibility are 4.79 and 4.61 respectively, which are at the highest level. The mean values of adaptability and feasibility of Logistics management level strategies are 4.86 and 4.64 respectively, which are at the highest level. The mean values of adaptability and feasibility of the five dimensions are between 4.50 and 4.90, indicating that the guidance for improving work stress management strategies of public university staff in Guangxi is adaptable and feasible.

8.2 Discussion

The research in management strategies of work stress for academic staffs in Guangxi public universities. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: Current situation of work stress of Academic Staffs in Guangxi public universities.

Part 2: The strategies for improving the work stress of Academic Staffs in public universities in Guangxi.

Part 3: The adaptability and feasibility of strategies for improving the Academic Staff's Work Stress in Guangxi Public Universities.

Part 1: Current situation of work stress for academic staffs in Guangxi public universities.

The current situation of work stress of academic staffs in Guangxi public universities is in the middle level in eight aspects and in the low level in two aspects. Taking into account the results of this study, the ranking from highest to lowest level is as follows: "Physiological responses""Workload""Behavioral responses""Salary load""Interpersonal load""Cross-role load""Organization management""Career development", followed by "Psychological responses", and "Personal factor" was the lowest level. This is basically consistent with the research of domestic scholars.

Physiological responses dimension is above the medium level. This is due to the fact that unlike the psychological response dimension, the behavioral response dimension is easier to observe and measure. When the work stress reaches a certain level, the individual will first have physiological performance, the most common physiological reaction is headache, insomnia, chest tightness, tinnitus, easy fatigue, memory loss and other symptoms. In a conversation with three academic personnel, I learned that they are prone to insomnia when they are anxious, because they are always thinking about how to make students learn the course as soon as possible, or how to break through scientific research problems and other issues, and their hearts are full of worry, so it is difficult to fall asleep. Both Zhang and Li had headaches, chest tightness and tinnitus, but they were all accidental. Professor Liu admitted that he did not have these symptoms, but he felt easy to fatigue for a long time (Interviewee 9, Zhang.2022,p.77), which may be related to long-term mental work, nerves have been in a state of tension, making the body slightly tired, whenever this time, he found a suitable way to relax, and then can alleviate a lot. Mr. Zhang said that his memory has not been very good, than when young memory decline some, but this is a natural physiological phenomenon of human beings, this half year did not find a significant change in memory, he said that his most obvious physiological response is easy to fatigue, the reason may be his work load is a bit large, Monday to Friday an average of four classes a day, I have to attend about two meetings a week and prepare classes in the evening, so I work more than 35 hours a week, so I often



feel tired and do not want to do anything else when I return to the bedroom. Sometimes I do not want to clean, I just want to lie in bed and have a good rest. From the physiological response of the three academic staff, the heavy work load brought them a certain amount of work stress, so that they often feel tired, and other aspects of the physiological response is not often appeared, which proves that the overall work stress response is not very strong.

Workload dimension is above the medium level. This is due to the fact that the academic staff in universities bear a large workload, the most important of which is the teaching and research workload. Take teaching work as an example, for teacher Zhang who is engaged in the basic teaching of public courses and Teacher Li who is engaged in the teaching of professional basic courses, they often need to face the stress of teaching work. The number of class hours of the two teachers is more than that of the teaching-oriented and research-oriented teachers, and the teaching-oriented teachers are generally about 20 class hours per week, or even more. In addition to the large number of classes, classes take up most of the time, class preparation is also another burden for teachers, Teacher Zhang needs to spare two hours every night to prepare lessons (Interviewee 7, Li.2022, p.75). Mr. Liu has a small number of class hours, only 6 class hours per week, and he only needs to write a lesson plan. Although the number of students in the class is large, he is more relaxed than Mr. Li in terms of class preparation workload and class hours, but he also has special stress. The second is the difficulty of teaching the course, worrying about whether the students' test scores can reach the standard. Professor Liu needs to complete the assessment of scientific research tasks every year, including the establishment of scientific research projects, the publication of high-quality papers, invention patents, etc (Interviewee 10, Liu.2022, p.78). Among the three academic staff, he has the greatest stress in scientific research work. According to the interview, he has a very tight schedule every day, arriving at the laboratory at 8 o'clock in the morning, spending one hour on lunch and one hour on dinner, and one hour on exercise. He continued to work after dinner until 10 p.m., and often went to the lab on weekends. Judging from the work load, Professor Liu's scientific research stress is

indeed great. In contrast, teachers Zhang and Li have little stress in scientific research.

Behavioral responses dimension is medium to lower level. This is due to the fact that the behavior is the most direct external performance of the individual, in excess of a certain intensity of stress, will become angry, often late, early leave, or have other aggressive behavior, slow response and so on. In the case of psychological anxiety, Mr. Zhang would not only have physiological reactions such as insomnia, but also behavioral reactions. As a gentle and gentlemanly person, he rarely lost his temper with colleagues or students. However, in the first month of the semester, he was in a very anxious mood and often lost his temper with students. Which in turn increases their work stress. Li showed sluggish behavior when he was under a lot of stress at work. He also had a time when he was tired of class and was late for class once. When Professor Liu feels stressed, he needs to set aside special time to relieve his stress (Interviewee 10, Liu.2022, p.78). From the above observation and analysis, it can be seen that the three academic staff will have some negative behavioral reactions only when the work stress is large, and most of the time there is no negative behavioral reaction. It can be seen that the behavioral response to work stress is intrinsically related to the level of work stress.

Salary load dimension is medium to lower level. This is due to the fact that although material pursuit is not the first thing for academic staff in universities, but it is necessary to ensure and improve life. During the interview, it is found that the salary of teaching academic staff is relatively the lowest, generally about 5,000 yuan/month, the salary of teaching and research academic staff is generally about 8,000 yuan/month, and the salary of scientific research academic staff is the highest, generally more than 10,000 yuan/month. From Teacher Zhang's interview, we can feel the stress brought by the lower salary to the teaching academic staff. Mr. Zhang usually cooks meals in the school restaurant and himself. Only when he receives friends or is invited will he go to high-end restaurants outside the school. When talking about whether he often goes to dinner outside the school, Mr. Zhang said: "I can't afford it." (Interviewee 5, Zhang.2022, p.74) The different purpose of academic staff working in universities will also affect their salary stress. Some academic staff work in universities to make



more money, but find that the salary is not high, and they lack the means and energy to do part-time works, so they feel the economic stress becomes greater. Some academic staff work in universities mainly to enjoy the benefits of holidays, perhaps because the family economic situation is very good, do not need to support the family, this part of the academic staff does not feel too much economic stress. Zhang obviously needs to send some money to his family every month. In the interview, Zhang said that "his parents work in their hometown, their income is limited, and they are sick and unhealthy, and they need financial support.". In the conversation with Liu, he believes that there is no stress on economic income, mainly because his salary is relatively high, his parents are in a better financial situation, there is no additional burden, it can be said that there is almost no economic stress(Interviewee 10,Liu.2022,p.78).

Interpersonal load responses dimension is medium to lower level. This is due to the fact that the individual to a strange environment, role change needs to carry out a process of adaptation, in this process will produce some troubles, and even stress. The process of academic staff integrating into university organizations and local social life will produce stress, and the experience of academic staff and relevant measures of universities will affect their speed of adaptation. Cross-role dimension is medium to lower level. This is because the work stress Obviously, some aspects of Teacher Zhang is still in the process of adaptation, he has few friends, in addition to the class and students to communicate and interact, basically are alone, in general, he has not integrated into the university group. Li is introverted and always seems to be out of place(Interviewee 5,Zhang.2022,p.75). Ms. Liu gets along well with her colleagues and can communicate well with them. Besides, she is cheerful and has many friends(Interviewee 10,Liu.2022,p.79).However, in general, the three academic staff have problems of cross-role interpersonal relationship stress, but the work stress in this aspect is different. On the one hand, it is related to their own personality and the working environment. On the other hand, it also has a close relationship with the academic staff management of the school. It is found that the activities of trade unions in most universities are relatively small. Activities are the main means to promote the communication between individuals in the

organization, and the lack of activities makes the academic staff slowly integrate into the school organization. Therefore, although Teacher Zhang has been working in the university for nearly two years, he often feels lonely, and this loneliness often transforms into a kind of interpersonal communication stress, affecting the work efficiency of academic staff.

Cross-role load dimension is medium to low level. This is due to the fact that the work stress generated by academic staff due to the age gap, different roles and other factors is inevitable, but it is closely related to personal personality, teaching time, educational background and so on. In the interview, academic staff are very worried about whether their teaching methods and teaching methods are suitable for current students and whether they can achieve the expected teaching effect.

Organization management dimension is medium to lower level. This is because most universities still have a lot of room for improvement in organization and management, and management and service are not scientific, reasonable and humane enough to serve academic personnel well.

Career development dimension is medium to lower level. This is because of the objective reasons such as the strong mobility of academic staff in Chinese universities, universities have done little in the career development of academic staff, and more attention is paid to talent introduction. Mr. Zhang is a person who received higher normal education, and has a solid basic knowledge in psychology, pedagogy and other aspects. His professional knowledge, professional ability and professional quality have been unanimously recognized by colleagues and students. But Zhang doesn't think that's enough. "I don't have formal and complete training when I come to work at a university," he complains. "I need to know about students' learning habits, so I can make it easier for them. In addition to his dissatisfaction with the lack of formal training, Zhang was unhappy that he had some good suggestions for teaching reform and school management but had no place to submit them. He had raised the issue with familiar administrators, but had not seen any changes in teaching and management(Interviewee 3,Zhang.2022,p.73).In addition to these same demands with teacher Zhang, Teacher Li is also very concerned about his own title, the



promotion of lecturer title has been good for 7 years, in line with the qualifications of associate professor, participated in two reviews, are rated as associate professor title, feel greater stress(Interviewee 7,Zhang,2022,p.77).

Psychological reactions dimension is at a low level.This is because of the role of work stress on individuals, there may be psychological reactions, such as anxiety, depression, low mood, lack of concentration and so on. When teaching freshmen courses in the first week of the autumn semester, Mr. Zhang found that the students had almost no foundation. During that time, he was under great stress, often anxious, and his attention became distracted. Sometimes, when his colleagues greeted him, he seemed to react half a day, but after about a month, with the progress of students' learning, Mr. Zhang finally saw hope. His anxiety disappeared. Occasionally, Mr. Zhang will be depressed, such as poor communication with management, when his suggestions are not adopted, when talking about his own title promotion and other things, his mood is also very low, feel helpless and helpless, as for depression, Mr. Li and Mr. Liu said that they basically will not happen, when facing stress, they can solve it. It doesn't lead to depression. On the whole, the negative psychological reaction brought by work stress to teacher Zhang is not very obvious, some symptoms only occasionally appear, and the impact on his work is not very great.

Personal factor dimension is at a low level. This is because personal expectations and other personality factors are also important factors affecting work stress, too high expectations and reality cannot meet the expectations, will make personal work stress increase. The purpose of academic staff working in universities, work attitude, personal expectations of their own will affect the size of work stress, serious work attitude, high personal expectations of people, the level of work stress is higher, this work stress is often converted into work motivation, can improve work efficiency. However, if this work stress is too large, it will also lead to the occurrence of some adverse work stress reactions, and even reduce work efficiency.

9. RECOMMENDATIONS

Implications

According to the relationship between the management strategies of work stress for academic staffs in Guangxi public universities and various elements in the management strategy, as well as the conclusion of empirical research, the operation of the work stress management strategy of academic staff in universities should follow the following basic steps:

First, personnel management departments in universities should regularly measure the working stress of academic staff, analyze and distinguish the nature of working stress. The personnel management department of universities regularly issues questionnaires and symposiums to understand the work stress of academic staff in the university, and distinguishes the degree and nature of work stress by indicators such as work stress response and work efficiency of academic staff. According to previous studies, insufficient work stress and excessive work stress will reduce work efficiency; negative work stress will reduce work efficiency; positive work stress will improve work efficiency when it is moderate; when it is too high, it will turn into negative stress and reduce work efficiency. Therefore, it is the starting point to measure the current situation of work stress of academic staff in universities.

Secondly, it analyzes the source and nature of academic staff's work stress. The administrative departments of universities shall analyze the sources of the work stress of academic staff, learn about the sources of the work stress of academic staff, academic staff administrators and students through questionnaires, seminars and other forms, and conduct specific analysis of these sources to analyze the role they play in the generation of the work stress of academic staff and analyze their nature. That is negative or positive, to provide the most accurate basis for academic staff work stress management.

Third, according to the source and current situation of work stress of academic staff, each administrative department of the university reviews the work content and responsibilities of the department and takes corresponding management measures. Sources of work stress that may produce negative work stress should be eliminated through employment management, teaching



management, scientific research management, personnel management and logistics management to achieve the goal of eliminating or reducing as far as possible. For example, in the hiring management by improving the salary and welfare benefits of academic staff, strict hiring procedures to hire high-quality academic staff, in teaching management to strengthen teaching discussion, in scientific research management to improve scientific research conditions, in personnel management to improve the training system, professional title promotion system, in logistics management to improve the quality of logistics personnel, improve the quality of service and so on. For academic staff in universities with high work stress, in addition to the measures listed above to reduce negative work stress, they should also take measures to reduce the negative work stress transformed from positive work stress, such as changing the workload in teaching management and scientific research management to reduce the work stress brought by work load. By improving the management system, reduce the work stress caused by unreasonable system. For the academic heat source in universities with less working stress, measures to increase their positive working stress should be taken. For example, in teaching management, moderately increase the workload, develop a perfect assessment system; In the scientific research management, improve the scientific research assessment system, increase the scientific research workload; In the personnel management, the establishment of a perfect evaluation system, strengthen the academic personnel system binding force and so on.

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