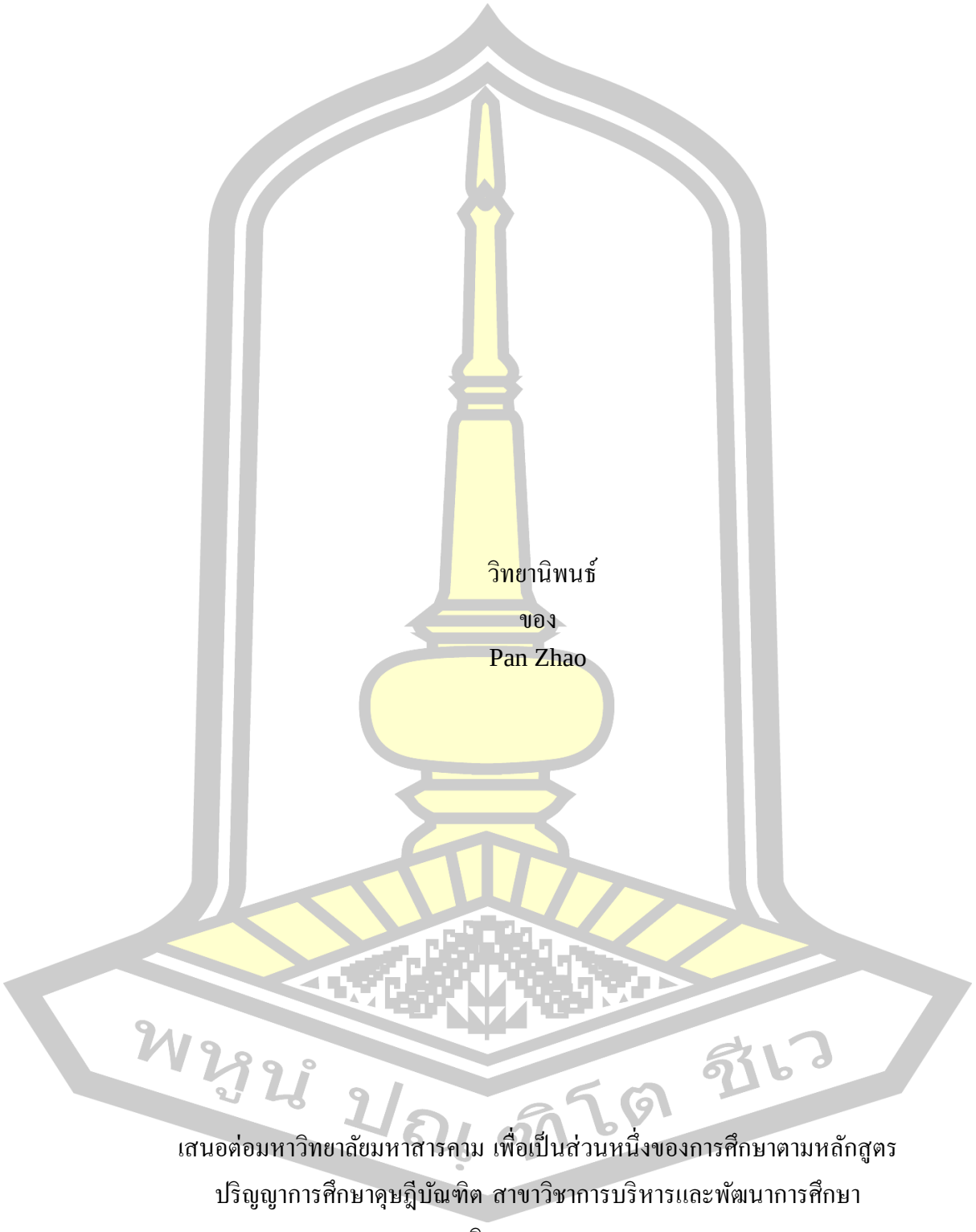
A Program on Occupational Stress Management For Physical Education Teachers Under Rural Primary Schools in Guangxi

Pan Zhao

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Doctor of Education in Educational Administration and Development
August 2025

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A Program on Occupational Stress Management For Physical Education Teachers Under Rural Primary Schools in Guangxi



วิทยานิพนธ์

ของ

Pan Zhao

เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร

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ABSTRACT

The objectives of this research were: 1) To study the occupational stressors of physical education teachers in rural primary schools in Guangxi. 2) To explore the current, desired situation and occupational stressors of physical education teachers in rural primary schools in Guangxi. 3) To develop a program on occupational stress management for physical education teachers under rural primary schools in Guangxi.The research method was divided into 3 phases: Phase 1 was to investigate the situations of occupational stressors of occupational stress of physical education teachers in rural primary schools in Guangxi. Phase 2 was to explore the current situation, desired situation and priority need of occupational stressors of physical education teachers in rural primary schools in Guangxi. Phase 3 was to design a program to manage the occupational of physical education teachers in rural primary schools in Guangxi.

The results revealed that: (1) The situations of stressors occupational of physical education teachers in rural primary schools in Guangxi were 1) Student Situations; 2) Work Situations; 3) Parent Situations; 4) Interpersonal Relationship Situations; 5) Occupational Demand Situations, (2) The currents situations of occupational stressors in general was at the high level. The desired situations of occupational stress, which was at the low level, Interpersonal Relationship Situations, 2) Parent Situations, 3) Student Situations, 4) Work Situations, 5) Occupational Demand Situations. (3) The program on occupational stress management for physical education teachers under rural primary schools in Guangxi consisted of 5 components: 1) Principle, 2) Objectives, 3) Development activity content, 4) Management process, 5) Measurement and evaluation, and the program was suitability, accuracy and feasibility at the Very high.

Keyword : Occupational Stress Management, Rural Primary School Physical Education Teachers, Stressors

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Lastly, I wish to express my gratitude to all the individuals who participated in the surveys and interviews. Without their sincere cooperation and precious time, my research work would not have been successfully completed.

The attainment of a doctoral degree is not solely the result of individual effort but rather a collective achievement of everyone involved. For this, I will forever hold the deepest sense of gratitude!

Pan Zhao

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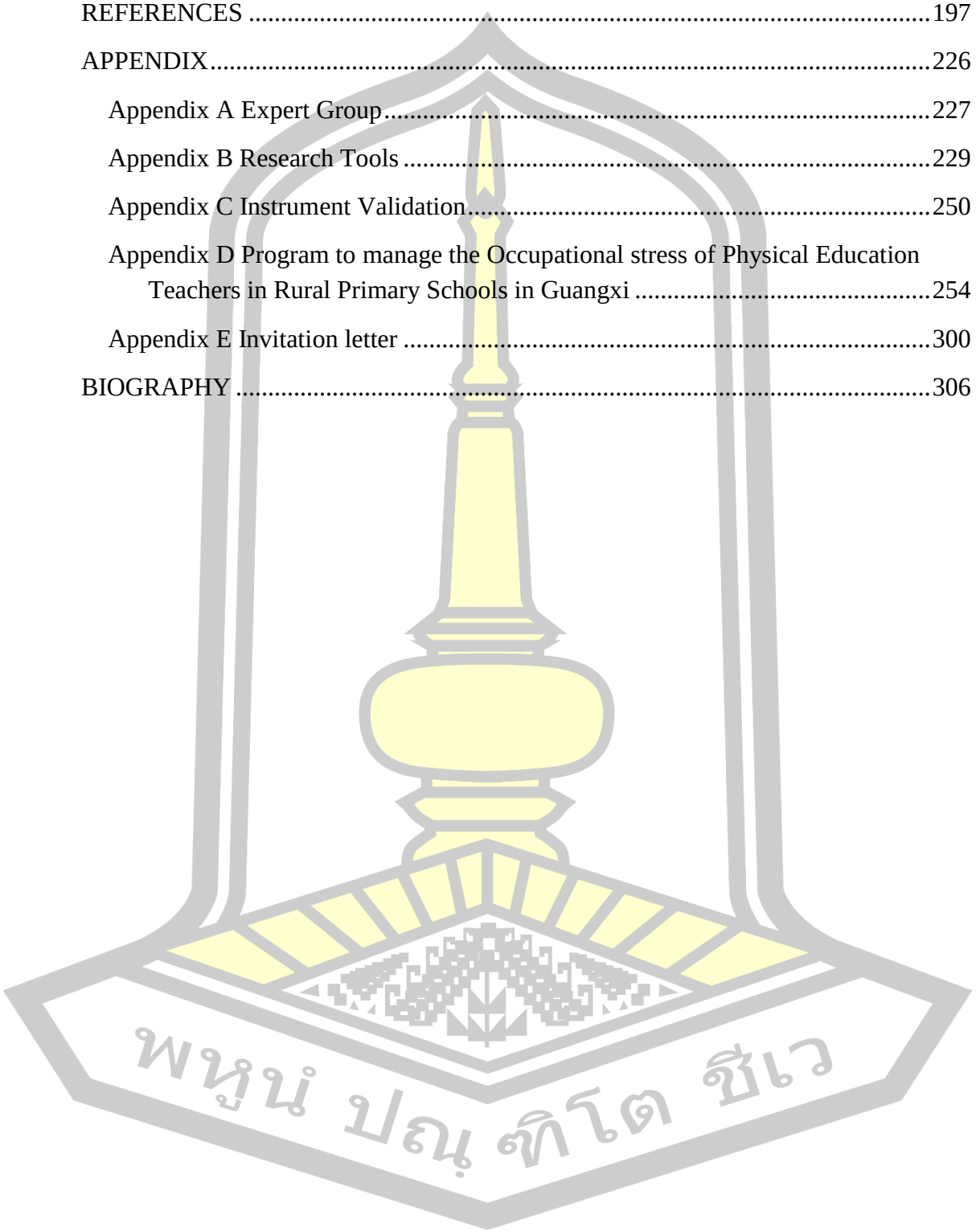
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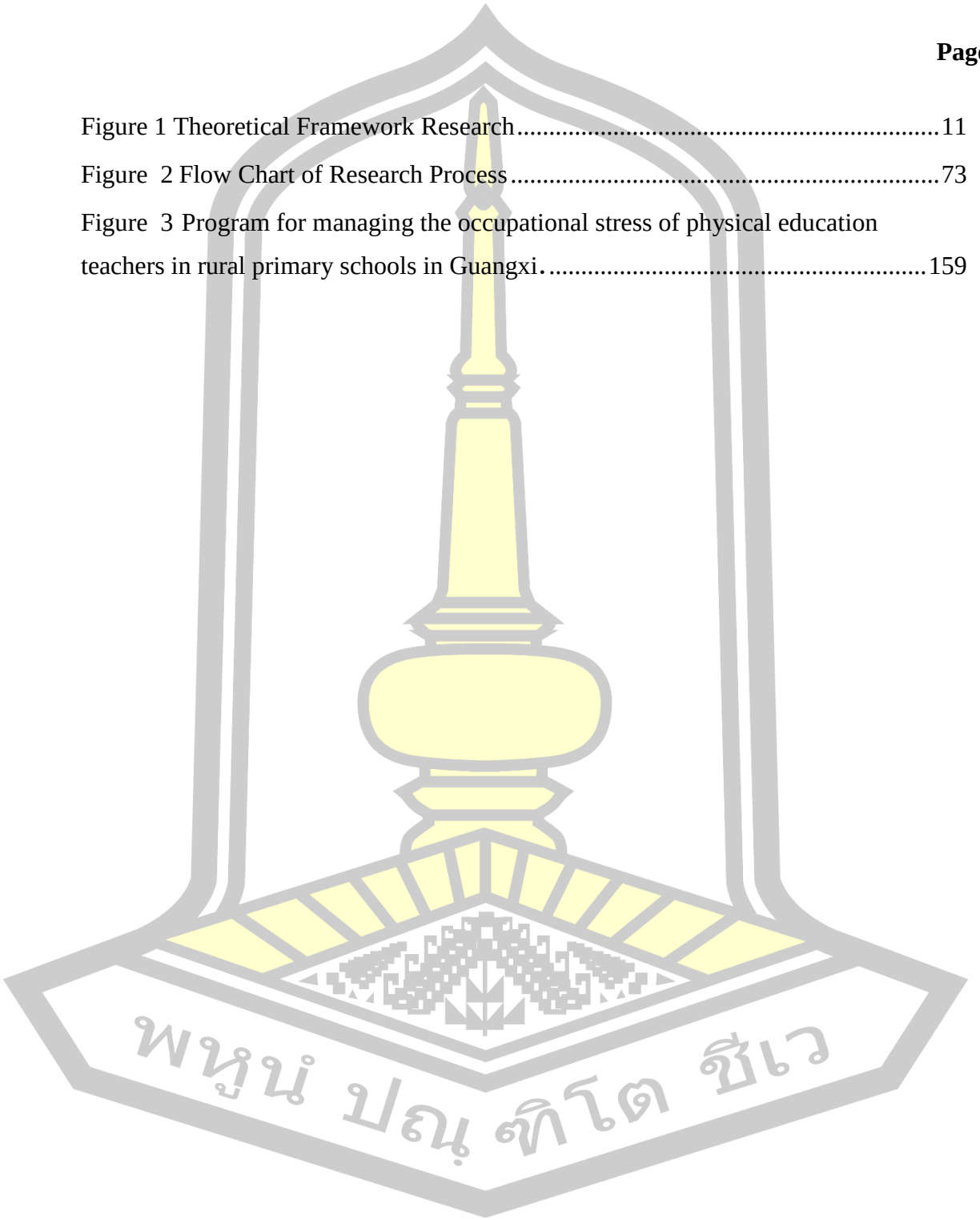
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CHAPTER I
INTRODUCTION

Background

Since the 18th National Congress of the Party, the state has continued to regard the construction of the teaching team as the cornerstone of education development, with special emphasis on the key role of physical education teachers in the implementation of the concept of "health first" and the cultivation of socialist builders and successors who are all-roundedly developed in terms of morality, intelligence, physical fitness, aesthetics and hard work. The State Council's Opinions on Strengthening the Construction of the Teaching Staff (2012), Opinions on Comprehensively Deepening the Reform of Teaching Staff Construction in the New Era (2018), and the Opinions on Strengthening and Improving the Construction of Teachers' Ethics and Teachers' Morale in the New Era of the Ministry of Education and Other Seven Departments (2019), among other policies and documents, have constructed the policy document of "Improving the Comprehensive Qualities of Teachers - Strengthening Professional Abilities Cultivating the spirit of innovation" is a three-dimensional development system. As an integral part of basic education (Feng and Tian, 2024), rural physical education carries the strategic mission of improving the overall physical fitness of the nation, and its level of development has a direct impact on the quality of the implementation of the rural revitalisation strategy.

Facing the requirements of education reform in the new era, the Guiding Opinions on the Teaching Reform of Physical Education and Health has put forward the new teaching standard of 'scientific, standardised and high quality' for physical education teachers, which requires teachers not only to have solid occupational skills, but also to form correct occupational values and ethical cognition. Research has shown that occupational stress, as an important psychological variable faced by teachers in the process of education reform, can be transformed into teaching innovation motivation if it exists in moderation, but excessive stress may weaken the

effectiveness of education; and occupational identity plays a key role in improving teachers' job satisfaction, stability, and teaching quality (Lu and Li, 2024). This two-way influence mechanism requires that, in the process of promoting the occupational construction of physical education teachers, it is necessary to not only enhance the social status through the policy guarantee, but also enhance the sense of occupational gain of teachers through the career development support system, so as to achieve the organic integration of 'policy-driven' and 'endogenous motivation', and to provide a solid guarantee of talents for the reform of physical education in schools in the new era.

Physical education teachers play an important role in school education, not only to impart physical education knowledge and skills, but also to assume the responsibility of ideological education, political guidance, humanistic care and moral demonstration (Liu, 2024). It can be seen from the relevant policies issued by the situation that it is not only necessary to open physical education classes, but also put forward guidance suggestions for matching strong physical education teachers. The physical education teacher team has gradually shifted from "quantity" demand to "quality" demand, which shows that physical education teachers shoulder heavy responsibilities in the teaching team and are an important guarantee for the development of physical education teaching. The occupational stress and occupational identity of physical education teachers are more related to the attitude of physical education teachers towards sports work. Some research results show that teachers are plagued by occupational stress for a long time, and teachers are easy to derive a sense of boredom with work, have a tendency to leave, and even develop into actual resignation behavior (He and Wang, 2008). Teachers' occupational stress not only harm their physical and mental health, but also reduce the level of acceptance of the new curriculum reform, thereby affecting the implementation of educational programs. The long-term response of teachers to the influence of work stress will make teachers gradually increase negative emotions towards the teaching profession, resulting in a decrease in occupational identity.

In 2016, a survey report on the living conditions of teachers released in China showed that 80% of teachers were under stress. As part of the teaching profession, physical education teachers were also troubled by stress. On July 15, 2019, the State Council issued the "Opinions of the State Council on the Implementation of the Healthy China Initiative", emphasizing the physical health of primary and secondary school students. Physical education classes are an important way for students to conduct basic exercises, so the role of physical education teachers cannot be ignored. However, at present, influenced by traditional concepts in rural areas, parents and school leaders pay more attention to students' academic learning, insufficiently value physical exercise, and even hold biases against physical education teachers. In the same year, the General Office of the State Council issued the "Outline for Building a Strong Sports Country", proposing that improving the physical fitness of teenagers and cultivating healthy lifestyles should be regarded as important aspects of school physical education. Against the backdrop of the situation repeatedly emphasizing the physical fitness of teenagers, the work of physical education teachers is restricted by various internal and external situations, increasing their occupational stress. This not only affects the physical and mental health of physical education teachers themselves but also hinders the development of students' physical fitness and their healthy growth.

The peak of the loss of rural physical education teachers has two stages: the first stage was the implementation of "withdrawal and merger" in rural schools in 2001, which enabled a large number of experienced rural backbone physical education teachers to choose to teach in urban schools. The second stage is after 2007, with the rapid development of urbanization and economy, the emergence of real estate dividends and demographic dividends, the rapid development of cities and the backward development of rural areas form a strong contrast, the advantages of urban space continue to improve, and rural physical education teachers have entered the city. Statistics from the China Rural Education Development Report 2013-2014 show that 51.2% of rural physical education teachers were initially assigned to rural schools, but

56.9% of rural physical education teachers were transferred to schools above the county seat in the secondary allocation.Liu Yan pointed out: "At present, the loss of rural physical education teachers in China has the characteristics of unidirectionality, urban orientation, return to hometown and region. Xiao Jumei pointed out that in 2014, there were about 6.3 million urban full-time teachers and about 2.8 million rural full-time teachers, the ratio was 2.26:1, and by 2018, about 7.3 million urban full-time teachers and about 2.4 million rural full-time teachers, the ratio rose rapidly to 3.01:1, and the proportion of rural teachers did not rise but fell, which shows that the loss of rural teachers is serious. In Wang Xiaosheng's survey of rural teachers in Yunnan, 11,479 teachers left the countryside, most of them physical education teachers. The flow of teachers in rural areas has now formed a pattern of "rural areas flowing to towns, small and medium-sized towns flowing to cities, cities and counties flowing to provincial capitals, and remote and backward areas flowing to economically and culturally developed areas".

Due to the low level of rural economic and social development and the backward concept of education management system in rural areas, the spatial psychological crisis of rural physical education teachers has intensified, and personal psychology is the main situation causing the loss of rural physical education teachers. From Maslow's hierarchy of needs theory, people's needs are divided into 3 stages, namely the rich stage (self-transcendence), the well-off stage (respect needs, social needs), and the food and clothing stage (safety needs, physiological needs), at present, most rural physical education teachers are in the transition from the subsistence stage to the moderately prosperous stage, rural physical education teachers in the policy pioneer zone can get more care from the situation, while rural physical education teachers in the rural hinterland cannot enjoy. Rural physical education teachers are prone to lack of physical needs and safety needs, which leads them to choose to leave rural education. At present, the deviation of the spatial psychological crisis has made the rural physical education teacher team form an ideal situation in key schools and urban schools, become an excellent physical education teacher with solid

occupational skills and contribute to the weather-beaten rural education, but become a representative of the "mixed difference" in the eyes of the rural physical education teacher team, resulting in the scarcity of rural education teachers, the quality of rural school teaching cannot be improved, rural education cannot get more social support, and rural physical education teachers have flicked their sleeves away.

The social status, reputation, rights, etc. of rural physical education teachers affect the sense of survival crisis of rural physical education teachers to a certain extent, due to its lack of economic support, it is an indisputable fact that the social status of rural physical education teachers is not high, and the evaluation and evaluation of rural physical education teachers is carried out less, and it is difficult to reflect the contribution of rural physical education teachers to rural education. Due to the low social status and cultural knowledge of the rural physical education teacher group, it is difficult to elect a recognized political figure in the group, so it is difficult to compete with teachers of other subjects to participate in grassroots political elections, which seriously marginalizes rural physical education teachers. At the national level, in recent years, the Party and the government have been studying ways to improve the treatment of rural physical education teachers, and have implemented many economic subsidy policies, but the salary growth of rural physical education teachers has never been able to keep up with the growth rate of urban physical education teachers. The reason is there are still huge differences in the number and quality of physical education teachers in China, urban and rural areas and schools, the configuration of venues and facilities, the implementation of physical education courses and physical education teaching methods, and the differences in different school types and school locations are also obvious (Wang and Liang, 2024).

As a physical education teacher, the researcher often discusses with colleagues what problems exist and what occupational stress do physical education teachers in rural primary schools face? For example, the safety of students in class, school leaders do not pay attention to primary school physical education, students' parents do not pay attention to sports issues, interpersonal stress problems, and career development needs. For example, in the management of occupational stress of physical education

teachers in rural primary schools, there are problems such as imperfect organizational structure, unsatissituationy working environment, ineffective implementation of incentives, insufficient communication skills and personal coping disorders

Guangxi is an economically underdeveloped area in southwest China, the rural education foundation is relatively poor, the teachers are relatively weak (Zhang et. al, 2024), and the allocation of physical education teachers in rural primary schools has not reached the teacher-student ratio stipulated by the situation (1:25), which causes a physical education teacher to teach multiple grades of physical education courses, and there will be a shortage of energy, but all the teaching activities of teacher physical education teachers are carried out around students, and the safety of students is the most worried thing for physical education teachers, physical education classes are not like other subjects, It is only necessary to sit quietly in the classroom, and in physical education class, students dare not do large-scale activities, and can only let them do low-difficulty physical activities to ensure that they do not have safety problems, which is also one of the occupational stressors of physical education teachers in rural primary schools. At the same time, rural primary school physical education teachers are affected by internal and external situations such as the shortage of school sports resources, the exclusion of teachers of other subjects, the lack of attention paid by leaders, family economic stress and career development, which directly or indirectly leads to excessive occupational stress and insufficient management of occupational stress among rural primary school physical education teachers.

Physical education teachers are the leaders of students' physical and mental health and all-round development, and the ideological and moral literacy and educational philosophy of physical education teachers are very important(Li , 2025), students' healthy growth and primary school physical education teachers' emotions are inseparable, if physical education teachers bring negative emotions into the classroom, it will inevitably affect students' initiative in class, and even have an irreversible impact on the mental health of primary school students. Of course, teacher stress will have some negative effects on teaching, but after scientific and reasonable management, stress will also have a positive effect on them.

Research Questions

This research has three questions, as following:

1. What are situations of occupational stressors of physical education teachers in rural primary schools in Guangxi?

2. What levels are the current situation, desired situation and priority need and strategies of stress management of physical education teachers in rural primary schools in Guangxi?

3. What is the plan to manage occupational stress of physical education teachers in rural primary schools in Guangxi like?

Research Objectives

This research has three objectives, as following:

1. To study the occupational stressors of physical education teachers in rural primary schools in Guangxi.

2. To explore the current situation, desired situation and priority need of occupational stressors of physical education teachers in rural primary schools in Guangxi.

3. To develop a program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Research Significances

1. Theoretical significance

(1) Focusing on the occupational characteristics of rural physical education teachers, combining theories of occupational stress at home and abroad, we systematically analyses the causes and management paths of their stress, and provide a targeted theoretical framework for rural physical education teachers' stress management.

(2) Through the ‘theory-practice’ combination path, the internal logic of stress relief is revealed, providing a replicable theoretical model for subsequent research.

(3) The results of the research can complement the theory of occupational development of physical education teachers, enrich the research

system in the field of teachers' mental health and stress management, and promote interdisciplinary theoretical integration.

2. Practical significance

(1) To propose time-sensitive and highly operational occupational stress management strategies for rural primary school physical education teachers, so as to directly improve their working conditions and physical and mental health.

(2) To help build a stable rural physical education teacher team, reduce the brain drain, and provide human resources guarantee for the sustainable development of rural education.

(3) Through improving the stressful environment for teachers, it promotes the high-quality development of physical education in rural schools, enhances the attractiveness of rural education, and promotes fairness in urban and rural education.

(4) Provide empirical evidence for the government to formulate policies such as rural teachers' treatment improvement and resource allocation optimisation, and promote the refinement of education governance.

Scope of Research

1. Scope of contents

1.1 Situations of the occupational stressors of physical education teachers in rural primary schools in Guangxi consist of 5 aspects:

1.1.1 Student Situations

1.1.2 Work Situations

1.1.3 Parent Situation.

1.1.4 Interpersonal Relationship Situations

1.1.5 Occupational Demand Situations

1.2 Principles of the program on occupational stress management for physical education teachers under rural primary schools in Guangxi are 3 important learning:

1.2.1 70% Learning through experience

1.2.2 20% Learning through others

1.2.3 10% Learning through formal training

1.3 Methods of the occupational stress management for physical education teachers under rural primary schools in Guangxi include:

1.3.1. Self-Directed Learning

1.3.2. Practical Work Experience

1.3.3. Teaching Tasks

1.3.4. Case Study Learning

1.3.5 Collaborative Activities

1.4 Components of the program include:

1.4.1 Principles

1.4.2 Objectives

1.4.3 Content

1.4.4 Development process

1.4.5 Measurement and Evaluation

2. Scope of population and sample

(1) Survey respondents

The subjects of the survey are 6,872 education bureau leaders (175, 2.5%), primary school principals (1476, 21.6%) and primary school physical education teachers (5221, 75.9%) in rural areas of Guangxi in 2023.

(2) Sample Selection Methods

The sample group, using the Yamane formula, a sample of 378 people was obtained, including 335 primary school physical education teachers (88.6%), 30 primary school principals (7.9%) and 13 leaders of the Education Bureau (3.4%).

3. Research Steps

In order to achieve the purpose of the study, the researchers divided the study into three phases.

Phase 1 was to investigate the situations of occupational stressors of occupational stress of physical education teachers in rural primary schools in Guangxi.

Stage 1 Investigating the components of the studied variables.

Stage 2 To assessment of the suitability of components by qualified groups of informants, including 5 experts.

Phase 2 was to explore the current situation, desired situation and priority need of occupational stressors of occupational stress of physical education teachers in rural primary schools in Guangxi.

Stage 1: Designing a questionnaire and interview outline for exploring the current condition, desired condition and priority needs index of the occupational stress of physical education teachers in rural primary schools in Guangxi.

Stage 2: Exploring the current condition, desired condition and priority needs index of the occupational stress of physical education teachers in rural primary schools in Guangxi.

Phase 3 was to design a program on occupational stress management for physical education teachers under rural primary schools in Guangxi.

Stage1 The study method such as a best practice school or an in-depth interview.

Stage 2 Formulate a program on occupational stress management for physical education teachers under rural primary schools in Guangxi.

Stage 3 Assessment results of the program on occupational stress management for physical education teachers under rural primary schools in Guangxi.

Theoretical Conceptual Framework

This study focuses on the occupational stressors (student situations, work situations, parental situations, interpersonal situations and occupational demand situations), and occupational stress management of physical education teachers in rural primary schools in Guangxi.

A program on occupational stress management for physical education teachers under rural primary schools in Guangxi. Was discussed, including objectives, content, methods, length, and evaluation (Noe, 2010; Bergo, 2013). In this study, the investigators conducted the study based on the framework shown in Figure 1.

1. Conceptual Framework of occupational stressors of physical education

teachers in rural primary schools in Guangxi.

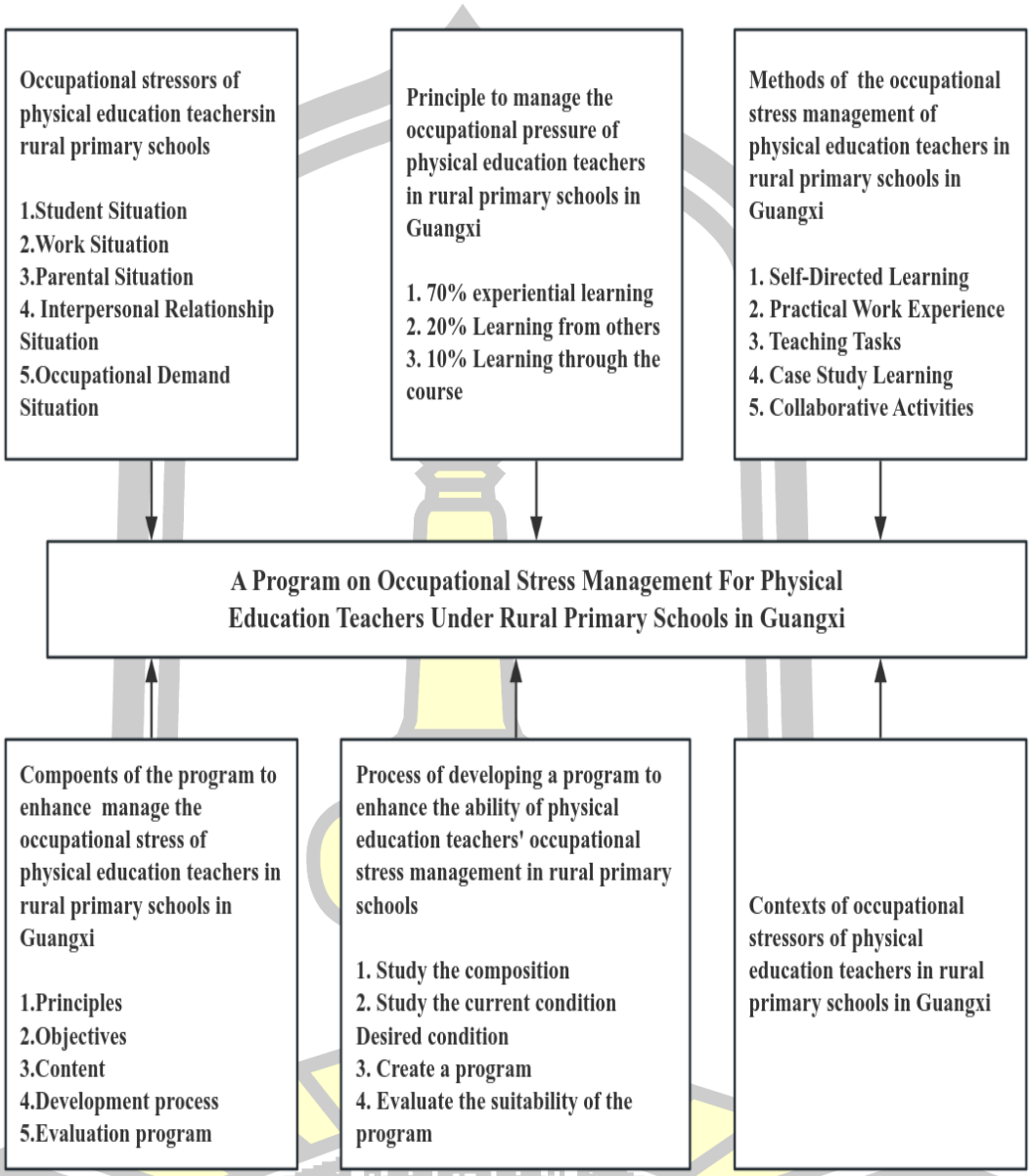


Figure 1 Theoretical Framework Research

The study and synthesis of documents by academics on occupational stressors of physical education teachers in rural primary schools in Guangxi included Borg M.G.(1991), Yvonne Gold and Robert A. Roth (1993), Cooper (1995), Marie Brown, Sue Ralph, and Lvy Brember (2002), Mandeep Singh

(2009), Chi Tiemei (2006), Hu Xin (2018), Sun Yunqiao, Yin Junyi et al.(2020), Zhong Liping (2017), Ma Qiaoli (2018), Wang Shiqi (2019).

In view of the specificity of the rural physical education teacher's occupation and on the basis of the previous research, this paper divides the situations affecting the occupational stress of physical education teachers into 1) Student Situation; 2) Work Situation; 3) Parental Situation; 4) Interpersonal Relationship Situation and 5) Occupational Demand Situation Five aspects of career needs are investigated and researched.

2. Conceptual Framework of occupational stress management for physical education teachers under rural primary schools in Guangxi.

The concept of 70:20:10 learning model was from the study including Tough, A (1971), Eichinger&Lombardo (1996), Allen&Tough (1999), Zimmerman & Schunk (2001), Lawson (2008), Jennings (2011), Joshi (2018), Yan Zhiyong (2019). The principles of program on occupational stress management for physical education teachers under rural primary schools in Guangxi included the learning development principle and the priority development principle. The meaning of the learning development principle was that the 70:20:10 learning model was applied to the entire process of occupational stress management for physical education teachers under rural primary schools in Guangxi, and the development of each component of leadership was based on the 70: 20: 10 learning model. 70% of the leadership development of occupational stress management for physical education teachers under rural primary schools in Guangxi was through problem-solving and challenging tasks, 20% was through peer coaching, communities of practice and mentoring. 10% was through formal training. The meaning of the priority development principle was to transform the 5 occupational stressors of physical education teachers in rural primary schools in Guangxi into 5 modules of the occupational stress management program according to determine the priority development level and allocate the development time. The priority of the modules

was following: 1) Interpersonal Relationship Situations, 2) Parent Situation, 3) Student Situation, 4) Work Situation, 5) Occupational Demand Situations.

3. Conceptual Framework of occupational stress management for physical education teachers under rural primary schools in Guangxi.

The concept of occupational stress management for physical education teachers under rural primary schools in Guangxi was from the study including Jennings, P.A., & Greenberg, M.T. (2009), Dicke, A. L., & Elling, J. W. (2013), HarmsenR, Helms-Lorenz M, Maulana R, et al. (2018), HermanKC, Hickmon-Rosa J, Reinke W M. (2020), Chen Tao (2011), Ma Xiaoxue (2014), Jiao Pei (2019), Zheng Huiying (2017), Zhu Hua (2014), Tian Qiang (2007), Sun Yunqiao (2010), Xu Fuming et al (2003), He Zuxin (2008), Lazarus (1988), Yang Shuai (2014). Based on the 70:20:10 learning model and the results of the study, 5 appropriate methods to manage the occupational stress of physical education teachers in rural primary schools in Guangxi were as following: 70% Learning through experience using 1) Self-Directed Learning, 2) Practical Work Experience and 3) Teaching Tasks; 20% Learning through others using 4) Case Study Learning, 5) Collaborative Activities; 10% Learning through formal training.

4. Conceptual Framework of occupational stressors of physical education teachers in rural primary schools in Guangxi.

The researcher studied documents on Furjanic&Trotman (2000), Piskurich& Beckschi et al. (2000), Woodcock&Francis (2008), Parinya Meesuk (2009), Jenjira Kongsuk (2011), Hughes, Ginnett&Curphy (2012), Narumon Maneingam (2014). In conclusion, the program consisted of: 1) Principles, 2) Objectives, 3) Content, 4) Development process, and 5) Evaluation. From the conceptual framework used in the research. The researcher conducted a study and summarized it into a conceptual framework.

5. Conceptual Framework of process of developing a program on occupational stress Management for physical education Teachers under rural

primary xchools in Guangxi.

6. The researcher studied documents on Barbazette (2006), Forsyth (2008), Wirote Saranat (2008), Arthur Lock Jack Graduate School of Business (2013), Wirot Saranat (2014). In conclusion, the program has the following processes: 1) Investigate to occupational stressors of physical education teachers in rural primary schools in Guangxi; 2) Study the current, desired situations of occupational stressors of physical education teachers in rural primary schools in Guangxi; 3) Create a program on occupational stress Management for physical education Teachers under rural primary xchools in Guangxi.; 4) Evaluate the suitability and feasibility of the program on occupational stress Management for physical education teachers under rural primary xchools in Guangxi.

Definition of terms

1 . Rural physical education teachers refers to teachers who work in schools in townships and towns other than county towns, who undertake the physical education teaching of rural primary schools in township schools below the county level.

2. Occupational stress refers to work situation, occupational demand situation, student situation, interpersonal relationship situation and parental situation

3. Occupational stress of teachers refers to the various threats that teachers receive in their work, resulting in adverse reactions of teachers in physical and psychological aspects, and mental anxiety caused by individual teachers in teaching work when they feel that their needs cannot be met or are unable to cope with the outside world.

4. Stress management refers to manage the pressure physical education teacher, the pressure comes from internal and external situations, these situations act on then, trigger changes in their physical and mengtl and behavioral aspects ,and then in this change ,called stress management.

CHAPTER II
LITERATURE REVIEW

The literature review is the second part of this thesis, which presents the core concepts of the research field by abstracting and integrating them from the oretical and empirical research. This chapter provides specific theories of relevance to expand the field of research. Through the introduction and description in this chapter, the reader will learn more about the limitations of research underpinned under resources and other sources. Furthermore, this chapter will remind researchers to try not to break away from this topic. The outline of literature review is mentioned below：

1. Stress and stressors
    - 1.1 Definition of stress
    - 1.2 Significance of stress
    - 1.3 Causes of stress
    - 1.4 Level of stress
    - 1.5 Stress management
    - 1.6 Definition of stressors
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2. Occupational stress
    - 2.1 Definition of occupational stress
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3. Program and stress management program
    - 3.1 Definition of program
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4. Physical Education Teachers
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4.2 Signticance of physical education teachers

4.3 Physical Education Teachers' Occupational Stress

4.3.1 The current situation of occupational stress on physical education teachers

4.3.2 Occupational stressor of physical education teachers

4.3.3 The influence of occupational stressor on physical education teachers

4.3.4 The Coping Strategies of occupational stressor on physical education teachers

5. Contexts of rural primary schools in Guangxi

5.1 The Current Situation and existing Problems of Rural Education in Guangxi.

5.2 The Growth Environment for Rural Teachers in Guangxi.

6. Related research

6.1 Research on physical education teachers

6.2 Research on physical education teaching in rural primary schools

6.3 Research on physical education teachers in rural primary schools

7. 70:20:10 Model for Teacher Development

Stress and stressors

The study of stress and stressors is the logical starting point and theoretical basis for the study of occupational stressors of physical education teachers in rural primary schools in Guangxi. Therefore, this study first combs and expounds the research and development of stress and stressors and their core concepts, clarifies the definition of stress、 stressors and applies relevant theoretical results, and lays a theoretical foundation for further research on the occupational stressors of physical education teachers in rural primary schools in Guangxi.

1. Definition of stress

“ Stress” was originally a term used in physics to describe the physical phenomenon of bending, breaking, or deformation of an object under external force. Social psychologist Cannon (1936) was the first to introduce this concept

into social science and psychological research. Subsequently, Canadian physiologist Hans Selye (1936) proposed the "General Adaptation Syndrome" (GAS), defining stress as the body's non-specific response to external demands in order to adapt to these demands. Since then, the term 'stress' has been widely applied across various fields, and Selye is thus regarded as the founder of stress research. In the field of psychology, stress refers to an internal psychological state caused by events and environmental stimuli that induce tension and anxiety. Persistent stress may lead to physiological disorders and mental health issues. Stephen P. Robbins (2012) pointed out that stress is a complex environment that may affect an individual's behavior, subjecting them to various opportunities, limitations and demands. The ultimate consequences of these factors may be unpredictable, but they can also be beneficial. Lazarus (1978) pointed out that stress is the connection between demand and the rational response to these demands.

Based on the existing literature's definition of stress, this paper defines stress as: the physiological, psychological, and behavioral stress responses an individual exhibits under the influence of internal and external environmental factors that cause the individual to feel tension.

2. Significance of stress

The mechanisms by which stress affects physical and mental health are complex and far-reaching. Research has revealed its multi-layered pathophysiological processes and psychosocial pathways. Selye (1956) laid the foundation for stress research with his Generalised Adaptation Syndrome' (GAS): stressors activate the hypothalamic-pituitary-adrenal axis (HPA axis), which increases survival chances in the short term but leads to systemic decompensation in the long term. Chrousos et al. (1995) further confirmed that chronic stress is highly associated with cardiovascular disease, immune suppression, and metabolic syndrome. Stress can directly influence health through autonomic nervous system and neuroendocrine system responses, but it can also indirectly influence health through changes in health behaviours (Hill et al. 2018, O'Connor et al. 2008, Tomiyama 2019). Kivimäki (2022) synthesised

the latest evidence, indicating that life stress is significantly associated with various metabolic diseases, including type 2 diabetes and hepatic steatosis.

The association between stress and mental health exhibits complex non-linear characteristics. The traditional ‘ dose-response theory’ posits a linear relationship between psychological stress and mental health issues—the more stress events, the worse the mental health status. However, the emerging stress inoculation model challenges this, suggesting that moderate stress exposure in early life can enhance an individual's stress coping ability later in life, fostering better psychological resilience (Gan Yiquan and Ma Jinjin, 2021). According to the stress process model (Pearlin et al., 1981), stress can directly affect emotions or indirectly influence them by depleting certain psychological resources (such as self-esteem, sense of control, confidence, and self-efficacy) . Thoits (1995) proposed that psychological stress is a response to various forms of harm and threats arising from the relationship between individuals and their environment. When individuals experience prolonged stress stimuli, their ability to cope or adapt may become overwhelmed, depleting their physiological or psychological resources, thereby increasing the likelihood of illness, psychological distress, or mental disorders. Mensah Aziz (2021) proposed that workplace stress can have a negative impact on employees' mental health. When social support is insufficient, occupational stress can have adverse effects on employees' mental health. He emphasised the importance of peer groups and social relationships in alleviating employees' occupational stress, while also highlighting the need to consider gender differences between men and women when studying this issue.

Stress profoundly affects individual health through intertwined physiological, behavioural, and psychosocial pathways, and its effects are modulated by the nature of the stress, individual resource endowments, and environmental support networks. Understanding this complexity is the foundation for effective stress management and health promotion.

3. Causes of stress

Currently, the most widely accepted concept of stress among scholars involves categorising stress into three modes for exploration (Liang Qingqing, 2018). First, the stimulus theory views stress as a force or stimulus applied to an individual, which triggers a tension response. This theory draws on the concept of pressure in physics,

viewing stress as characteristics or events that may lead to destructive outcomes. It regards stress as the physiological response of an individual to external stimuli, such as tension and fear, and asserts that an individual's capacity to withstand stress is limited. When stress exceeds an individual's tolerance threshold, it may result in irreversible damage. This was the early understanding of stress. Prominent figures in this theory include Weiss et al. The stimulus theory focuses on the nature of stress stimuli, explores the sources of stress, and emphasises the importance of identifying stressors. When stress exceeds an individual's tolerance limit, it may result in irreversible damage. This was the early understanding of stress. Prominent figures associated with this theory include Weiss et al. The stimulus theory primarily focuses on the nature of stress stimuli, explores the sources of stress, and emphasises external factors. It pays less attention to individuals' perceptions and evaluations of stress and does not sufficiently consider strategies for coping with stress.

Second, the response theory. The response theory views stress as an individual's response to specific stimuli, a psychological reaction influenced by environmental stimuli. This theory posits that stress is an internal response to environmental demands rather than external pressure imposed by the environment on the individual. It regards stress as a subjective experience, focusing on an individual's cognition and perception of stress, and asserts that stress is based on patterns of individual response. The response theory emphasises the individual's psychological and mental state, stressing the individual's internal experience and cognitive processes regarding stress.

Third, the stimulus-response theory. The stimulus-response theory views stress as the result of the interaction between the individual and the stressor, emphasising that the stress experienced by the individual stems from their perception and evaluation of the environmental situation, and that this perception varies depending on the individual and the time. This theory posits that stress is the product of the interaction between personal traits and environmental stimuli, involving physiological, psychological, and behavioural responses. It encompasses not only the tension induced by environmental stimuli but also the individual's subjective reactions to these stimuli, as well as other factors such as individual trait differences and stress coping strategies. This theory emphasises that stress is a dynamic cognitive process,

comprehensively considering the interaction and influence between individual characteristics and external stimuli.

4. Level of stress

‘ Level of stress’ is typically defined as the degree of tension or pressure experienced by an individual in a specific situation, and can be quantified through physiological, psychological, or behavioural indicators. Commonly used measurement tools include the Perceived Stress Scale (PSS) developed by Cohen et al. (1983), the Social Readjustment Rating Scale (SRRS) by Holmes and Rahe (1967), and the Occupational Stress Scale specifically designed for healthcare professionals. Wang Jun et al. (2022) developed the OSS to assess occupational stress levels among delivery personnel. The scale comprises three dimensions—demands and capabilities, effort and reward, and organisational climate—with 26 items. These scales primarily employ a Likert self-assessment method to obtain ‘ low, medium, high’ ratings or continuous scores. The total score range is 26–130 points, with higher scores indicating greater occupational stress, thereby distinguishing between mild, moderate, and severe stress levels.

Occupational stress has been steadily increasing in line with growing demands for higher-quality education. Currently, the overall occupational stress levels among teachers in China are relatively high and show a trend of annual increase. The sources of occupational stress are complex, and teachers tend to respond negatively to such stress (Yao Xianzhu, 2018) . Gu Yuandong et al. (2010) conducted a survey on occupational stress among 1,688 teachers from 40 universities in China and found that the teacher population experiences high levels of occupational stress, with an average score of 3.69 on a 5-point scale (Zhu Yanfei, 2023). Ma Xiaoyan (2009) found that university teachers experience relatively high levels of occupational stress, with over half of teachers in a moderate state of occupational stress. Liu Wen (2012) also found that university teachers experience high levels of occupational stress, consistent with previous findings. Zhang Dingqiang and Wang Yujiao (2024) found that primary and secondary school teachers experience moderately high levels of occupational stress, with significant pressure stemming from social contexts and academic examinations.

The scientific measurement of stress levels is the foundation for understanding occupational stress. These studies collectively form a standardised measurement

system centred on self-report questionnaires, balancing general applicability with specificity, and enabling the quantification and grading of stress levels. Existing research clearly depicts the high-pressure environment faced by Chinese teachers, with its widespread prevalence, upward trend, complex stressors, and tendency toward negative coping strategies, forming key characteristics of this group's occupational ecology that urgently require attention and effective intervention.

5. Stress management

Stress management research involves the use of relatively scientific theories and methods to analyse and predict work-related stress and its sources, thereby developing strategies to address these stressors.

Yerkes and Dodson (1908) conducted an analysis of the relationship between work-related stress, work performance, and their mutual influence, concluding with the classic inverted U-shaped theory. This theory suggests that when employees experience moderate levels of stress, they exhibit better work performance and achieve higher levels of productivity. Both excessive and insufficient stress can negatively impact work efficiency. French and Caplan (1972) proposed the core theory in current stress research, known as the individual-environment theory. This theory posits that work stress arises from the interaction between individuals and their work environment. As organisational leaders, it is essential to balance individual development within the environment from both organisational and individual perspectives. Quick proposed a stress warning management method from the perspective of stress coping strategies. In addition to research on the work environment, this method integrates the sources of work stress, warning responses to demands, and warning management, emphasising work stress prevention and related measures. Cooper and Williams (1988) designed a work stress scale, which primarily includes work satisfaction level, personal health status, work behaviour, work environment, sources of work stress, and personal coping strategies. The OSI model provides a structured understanding of work stress and a set of test scales for managing organisational work stress. May, Gilson, and Harter (2004) noted in their research that challenging stress can provide a boost to work, helping employees clarify their work motivation and enhance their commitment. Xu Xiaodong and Meng Xiaobin

(2004) proposed a two-dimensional organisational work stress management model, which is divided into three parts: individual, organisational, and the generation and mechanism of stress. They suggested that when assessing the impact of stress, factors such as work efficiency, work performance, absenteeism, turnover rate, and organisational commitment should be included in the evaluation, providing a multi-dimensional and comprehensive assessment of work stress. In 2005, Hu Chun Guang proposed a three-tier stress management model, which was developed based on the characteristics of some domestic enterprises. This model forms a stress management approach that integrates the three levels of stress prevention, stress response, and stress treatment, with an emphasis on prevention. In his book Human Resource Management, Wayne Mondy clearly put forward the three-factor management theory, namely the three factors of environment, organisation and individual. Environmental factors mainly include industry development, domestic and international economic and trade environment, and industry competition. Organisational factors mainly include workload and requirements, interpersonal relationship needs, organisational structure and atmosphere, etc. Hu Chun Guang (2005) drew upon relevant foreign research to develop a three-tiered stress management model. Chen Yongying and Han Guoping (2006) combined the concepts of ‘ stress freezing point’ and ‘ stress boiling point’ to clarify the concept of stress management. If employees are at the ‘stress freezing point,’ it is inappropriate to prioritise performance improvement as the core task, as this would lead to stress. When stress is below the ‘boiling point’ and above the ‘freezing point,’ it is a relatively moderate stage that can maximise performance. Stress exceeding the ‘boiling point’ has a negative impact on work performance. This research shares similarities with the inverted U-shaped model. Zhu Shaoying, Ling Wenzhu, and Lu Juncheng (2011) guided by modular thinking, divided the corporate stress management process into five major stages: stress prevention, stress warning, stress response, stress handling, and related follow-up work. Zhang Guiping (2015) conducted an empirical study based on existing domestic and international research and concluded that challenge-related stress has a positive impact on employee engagement, while obstacle-related stress has a negative impact on employee engagement. As corporate managers, one

should strive to reduce the likelihood of obstacle-related stress occurring and control the ‘degree’ of challenge-related stress. Zhang Aojie (2020) explored new approaches to work stress management: promoting knowledge about work stress management, establishing relevant laws and regulations, increasing corporate focus on employee mental and physical health, and encouraging employees to focus on their role positioning and management.

These theories and models collectively form the knowledge base for work stress management, providing important theoretical guidance and practical frameworks for organisations and individuals to effectively identify, assess, and respond to stress.

6. Definition of stressors

Stressors primarily refer to environmental factors within an organisation that may, to some extent, contribute to employee stress. Research on work-related stress has existed in foreign countries for a long time. Initially, the focus of such research was on the physical environmental factors influencing work, with researchers positing that such factors could impact employees' stress levels. However, it was not until the 1960s that some scholars began shifting their research focus from physical work environment factors to the study of stressors in the workplace. Cooper and Marshall (1978) identified six types of stressors: task-related stress, role-related stress, interpersonal stress, career development stress, organisational structural development stress, and work-family conflict stress. Kahn, Byosiere, and Dunnette (1992) combined previous research to define stress factors affecting work as those closely related to job positions and work roles. Ma Jianhong and Zhang Tingwen (1999) found that employees' perceptions of their own job positions also influence work stress, with role conflict playing a primary role and control experience playing an important role in the impact of psychological stress. Cavanaugh and Boudreau (2000) were the first to divide work stress into two categories: challenge-related stress and hindrance-related stress. Challenge-related stress refers to a form of positive stress that can have beneficial effects, such as promoting career development and self-improvement. For example, taking on relatively important work tasks and responsibilities; disruptive stress manifests as negative impacts, such as a lack of job security or unclear job responsibilities, which can hinder personal career development. Shi Lin (2003) pointed out that work-related stress stems from

three sources: organisational characteristics and job attributes, personal factors, and so cial factors. Pu Dexiang, Yang Weixing, and Feng Xueyin (2004) developed a survey questionnaire based on factors influencing work-related stress through actual investig ations. They analysed the questionnaire results of 500 employees in Guiyang City and , through their analysis, further corroborated the relevant arguments put forward by S hi Lin and other scholars regarding the influences on work-related stress. When analy sing the sources of employee work stress, it is essential to adopt a multi-perspective a pproach. Xu Xiaodong (2007) suggested studying the origins of work stress from the perspectives of internal and external stress. By combining survey questionnaire collec tion and analysis, it can be observed that work stress can be categorised into two sour ces: internal and external. The intrinsic stress inherent in professional life has a more pronounced impact on managers themselves. Li Yanni (2017) analysed the reasons be hind the high stress levels among Chinese people, including: face culture, overtime cu lture, employment pressure, career choice concepts, insufficient corporate concern for employee health, the influence of Chinese housing purchase concepts, and the inadeq uacy of the system.

These studies collectively paint a complex picture of work stressors, emphasisi ng their multi-source, multi-level, variable nature and context-dependent characteristi cs, laying a theoretical foundation for a deeper understanding of the causes of work str ess and its effective management.

7. Situation of stress

The concept of ‘Situation of Stress’ was first defined by McGrath (1970) as ‘a state of tension arising from the interaction between an individual and their environm ent, where subjective perceptions of situational demands exceed their available coping resources.’ Lazarus (1998) proposed that cognitive evaluation serves as the core medi ating variable in the Situation of Stress: individuals first conduct a primary evaluation (whether the situation poses a threat) and then a secondary evaluation (whether their o wn resources are sufficient). Situation-specific models further suggest that different si tuations (workplace, school, home, disaster sites, etc.) activate different cognitive-em otional pathways, so stress cannot be simply measured across situations using a single scale.

Major situation types include work situations, academic situations, disaster an d public health situations, and family and interpersonal situations.

When stressors such as work overload or competitive disorder exceed an indiv idual's coping threshold, they can trigger stress experiences in work contexts (Akhtar et al., 2018; Hashmat et al., 2008). Shi Lin (2002) noted that work stress is the stimula tion individuals feel due to demands in the work environment. Yue Songhua (2023) fu rther emphasises that work stress refers to the physiological and psychological reactio ns that individuals experience in work contexts due to work-related factors that cause them to feel their needs are unmet or threatened.

Academic stress is stress that arises in academic contexts (Huang Qiuyu, 2021). Abousseri (1994) noted that academic stress is largely caused by students' desire an d willingness to achieve academic success. Xu Jiajun (2010) and others proposed a m ore systematic integrated definition, stating that learning stress originates from specifi c stimulus events in educational contexts. Moderate stress can enhance cognitive effic iency, but excessive stress will trigger negative reactions such as anxiety and burnout . The Dictionary of Psychology defines academic stress as a psychological burden or t ension arising from learning, stemming from external factors or an individual's interna l expectations (Lin Chongde et al., 2003).

In disaster and public health contexts, during the COVID-19 pandemic, univer sity students experienced acute situational stress due to the sudden shift to online teac hing, manifesting as anxiety, depression, and declining academic performance (Pérez-Jorge et al., 2025). Pregnant women exposed to socioeconomic or interpersonal confli ct during pregnancy exhibit stress responses that predict preterm birth and postpartum depression (Singh Raminder, 2016).

Research on family contexts involves two categories of factors: negative beha viours and family support. Examples include uncivil family behaviours and using elec tronic devices at home for work purposes (Bai et al., 2016; Carlson et al., 2018; Gopal an et al., in press). These behaviours are considered stressors in family contexts, affect ing family interactions, depleting employees' state self-esteem and time resources, and leading to negative spillover effects in work contexts. Conversely, family support is a n important component of social support, influencing employees' cognitive processes, emotional responses, and behavioural outcomes (Turner et al., 2017). In the W-HR m

odel, family support is regarded as a situational resource that helps enhance individual s' work well-being and satisfaction (Chan et al., 2020).

8. Types of stress

Under different contextual and disciplinary perspectives, stress is categorised i nto various types, including temporal, valence, and content dimensions.

The temporal dimension classifies stress into acute and chronic stress based on its duration. Acute stress refers to an immediate response triggered by a transient thre at, typically of short duration and reversible, causing no significant harm to the body a nd potentially enhancing cognitive function and motivation (Rosen et al., 2010). Epis odic acute stress refers to frequent exposure to acute stressors, such as teachers facing periodic peaks in academic workload, which can lead to a ‘stress accumulation’ effect and result in emotional exhaustion (Rosen et al., 2010). Chronic stress refers to a prol onged state of stress that can lead to functional exhaustion of the biological system an d is a high-risk factor for cardiovascular disease, immune dysfunction, and depression

Effect Value Dimension: Selye (1976) pioneered the classification of stress int o four basic types: eustress, distress, hyperstress, and hypostress. Eustress refers to po sitive stress that stimulates potential and brings satisfaction; distress refers to negative stress that causes pain and functional impairment; hyperstress exceeds an individual's tolerance limits; while hypostress results from insufficient stimulation, leading to bor edom and lack of motivation. This classification first clearly defined the bidirectional effects of stress.

Other literature further categorises stress by content into: Emotional Stress, Ph ysical Stress, Psycho-social Stress, and Psycho-spiritual Stress. Additionally, in engin eering/biomechanics contexts, stress is also distinguished into tension, compression, a nd shear, but these fall under the realm of mechanics (Marza，2014).

Occupational stress

1. Definition of occupational stress

Borg (1995) and others defined occupational stress as a situation where one is forced to deviate from normal functioning. It arises from the interaction between work circumstances and the worker, leading to changes in the worker's psychological or physiological state. Lazarus (1999) defines stress as a process in which stressors that

threaten an individual's goals persistently and continuously act upon the individual in a work environment, leading to a series of physiological, psychological, and behavioural responses under the influence of personality and coping behaviours. Zhang Juxia (2020) states: 'Living conditions that fail to meet personal needs or align with personal learning requirements, and thus fail to match the needs of daily life, result in a state of tension caused by physical imbalance. Ren Junqing (2020) argues that occupational stress is caused by unfavourable working conditions or personal factors, accompanied by changes in functional and mental activities. Fan Liping (2015) defines occupational stress as a form of pressure in the workplace that threatens personal goals, continuously exerting influence on individuals. Under the influence of personality and coping behaviours, it elicits a series of physical, psychological, and behavioural responses.

Occupational stress refers to a process of tension in which an individual is forced to deviate from their normal functional state in terms of physiology, psychology, and behaviour due to a persistent mismatch or threat between work-related requirements, conditions, or situations (stressors) and the individual's needs, abilities, goals, or resources in a specific work environment. This reaction is modulated by individual characteristics (such as personality) and coping behaviours.

2. Dimensions of occupational stress

Kahn and Wolfe (1964) categorised stressors into five types: role conflict, role ambiguity, excessive job demands, unmet expectations, and interpersonal conflict within the organisation. Ivancevich and Matteson (1980) categorised previous studies on occupational stressors into two types: internal organisational stressors and external organisational stressors. Cavanaugh et al. classified work stressors into "challenging stressors" and "obstructive stressors" based on their intrinsic nature. "Challenging stressors" include workload, responsibility, time constraints, etc. Employees gain a sense of accomplishment by completing these challenging tasks, which has a positive impact on individuals (Podsakoff, 2007). "Obstacle stressors" refer to stressors that have a negative impact on an individual's work, such as bureaucracy, role ambiguity, role conflict (Webster J R, 2011), etc. Niu Lixia et al. categorised sources of work stress into work characteristics, organisational management, and work helplessness. Quick et al. (1984) categorised sources of work stress into task demands,

physiological demands, role demands, and interpersonal demands. Wu Na (2020) categorised sources of work stress into safety equipment, supervisor support, colleague support, work control, and work certainty.

In summary, the classification of occupational stressors presents a multifaceted perspective: there are both macro-level distinctions based on the source, nature, and impact of stressors, as well as micro-level analyses focusing on specific work-related factors. Together, these classifications form a multidimensional framework for understanding the complex sources of stress in the workplace.

3. Classification of occupational stress

Regarding the classification of occupational stressors, different scholars have proposed diverse frameworks based on their respective research perspectives. Zhang Zhen Sheng and Xu Yong Hong (2004) categorised occupational stressors into social stressors, family stressors, workplace stressors, and personal stressors. Wang Wei (2009) categorisedoccupational stressors into social stress, occupational stress, risk stress, family stress, and temptation stress. Chen Chen and Hu Xingwang (2012) believe that occupational stressors include work tasks, social life, power motivation, personal ability, negative emotions, and work conditions. Cheng Lu (2013) identifies the public, organisational systems, and work characteristics as the three categories of occupational stressors. Pan Cheng (2013) identified five categories of occupational stressors: work expectation stressors, work task stressors, external support stressors, organisational coordination stressors, and personal development stressors. Li Yanqing and Jiang Guangrong (2016) categorised occupational stressors into social environment, organisational leadership, occupational characteristics, and occupational risks.

These classification frameworks provide an important theoretical foundation and operational basis for understanding and researching the sources of occupational stress.

4. Occupational stress management

Murphy (1984) found that the effectiveness of occupational stress management programmes depends on assessing stressors in the work environment and selecting realistic, cost-effective strategies, such as organisational change, job redesign, or improving employee health through employee assistance programmes. A

Cochrane systematic review noted that organisational-level interventions (e. g. , improving work schedules or workplace communication) may be effective in reducing occupational stress among workers.

Occupational stress management can be divided into three levels: individual interventions, organisational interventions, and systemic interventions.

Individual-level interventions. Cognitive behavioural therapy (CBT) can help employees reframe negative thoughts and improve coping strategies (Richardson and Rothstein, 2008). Mindfulness-based stress reduction (MBSR) enhances emotional regulation through meditation training (Hülsheger et al., 2013). Time management training can improve work efficiency and reduce task backlogs. Physical exercise and a healthy lifestyle can enhance physiological resilience.

Organisational-level interventions. Organisational interventions are planned, theory-based actions aimed at improving employee health, well-being, and organisational performance by altering job design (Giga et al., 2003; LaMontagne et al., 2007; Richardson and Rothstein, 2008). These include job redesign, such as increasing autonomy, task variety, and flexible working hours. Building a supportive culture, such as implementing employee assistance programmes (EAPs) and providing psychological counselling services. Leadership training focuses on cultivating supportive leadership and enhancing leadership emotional intelligence.

Systemic and societal level these include policy support (e.g., minimum rest periods, prohibitions on excessive overtime) , occupational health and safety regulations (e.g., OSHA standards), and promoting a work-life balance culture.

Multiple empirical studies have shown that organisational interventions can significantly reduce employee absenteeism and turnover rates (van der Klink et al., 2001). Individual interventions are effective in alleviating anxiety and improving job satisfaction (Aikens et al., 2014). Comprehensive interventions are more effective than single interventions (Richardson & Rothstein, 2008).

Program and stress management program

1. Definition of the program

The meaning of the word program to mean schedule and show program. And there are scholars who have given many meanings to the word program as follows:

Chakkree Tonchuea (2012) defined the term program as a set of activities that shows the details of the development or strengthening guidelines, it aims to develop or strengthen the target group to achieve the set goals.

Weiss, C. H. (1998) explained the meaning of a program as: It is a set of activities or services designed to achieve a specific purpose. With a specified starting point and ending point.

Patton, M. Q. (2011) described programs as a coherent set of activities designed to achieve a specific goal or objective, and proceed in a systematic and orderly manner

Rossi, Lipsey, & Freeman (1999) defined a program as a set of activities or services or interventions designed to achieve specific results or objectives.

Chettha Khaklong (2014) defined a program as a plan or guideline that an organization has systematically set up to be used as a guideline for performing work or performing any duties to achieve the objectives or goals of each organization.

Brownell, M. T. et al (2005) stated that across the two studies, there are seven features common to effective teacher education programs in general education: (1) coherent program vision, (2) conscious blending of theory, disciplinary knowledge, and subject-specific pedagogical knowledge and practice, (3) carefully crafted field experiences, (4) standards for ensuring quality teaching, (5) active pedagogy that employs modeling and promotes reflection, (6) focus on meeting the needs of a diverse student population, (7) collaboration as a vehicle for building professional community livered according to a predetermined plan.

Bergquist, W. H. (1975) stated that a comprehensive teacher development program operates simultaneously at three levels - attitudinal, process and structural - and none of them is possible without the other. Between the components, however, and between the activities within each component, there are different relationships of action and different levels of force.

In summary, a program refers to a process of activities or a set of activities designed in a systematic sequence to develop Enhance knowledge to achieve goals or objectives.

2. Components of program

Yves Kalberer (2024) described the main components of a training program include:

(1) G oals —Learning objectives and Training purposes. Learning

Objectives is about competence during or immediately after ending training. The specifications may include what the participants shall gain of knowledge, skills, or attitudes.

(2) Settings – Framework conditions. Settings are framework conditions

Which make learning possible or place a limitation on learning, for instance teaching aids, time, room facilities and artefacts.

(3) Participants - Learning qualifications

Learning qualification means the knowledge, attitudes, and performance the participants face the training with.

(1) Content. The content covers questions about what - the thematic issues that the training modules should cover. The design phase must determine what the learning is comprised of, and how one selects to approach it. This is closely linked to the goals.

(2) Learning process. The learning process covers questions about how. This includes both the progress and educational approach regarding content order and method specifications.

(3) Evaluation m ay include evaluating all or som e of the didactical elements; goals, content, learning process, learning qualifications, and settings.

Pimpaporn Pimpko (2014) defined the components of a program as consisting of 5 components: 1) principle, 2) objective, 3) content, 4) procedure, and 5) evaluation.

Darling-Hammond, L., & Bransford, J. (2019) studied of seven programs found common features among a group of large and small programs located in both public and private colleges and universities. These features include:

(1) students, so that they can gain access to the experiences, practices, theories, and knowledge of the profession.

(2) A shared vision of good teaching that is consistent in courses andclinical work;

(3) Well -defined standards of practice and performance that are used to guide the design and assessment of coursework and clinical work;

(4) A common core curriculum grounded in substantial knowledge of development, learning, and subject matter pedagogy, taught in the context of practice;

(5) Extended clinical experiences (at least thirty weeks) that reflect the pro - gram 's vision of good teaching, are interwoven with coursework, and are carefully mentored;

(6) Strong relationships, based on com m on knowledge and beliefs, between universities and reform-minded schools;

(7) Extensive use of case study methods, teacher research, performance assessments, and portfolio examinations that relate teachers' learning to classroom practice.

Kirkpatrick, D., & Kirkpatrick, J. (2006) pointed out that each of the following factors should be carefully considered when planning and implementing an effective training program: 1) Determining needs 2) Setting objectives 3) Determining subject content 4) Selecting participants 5) Determining the best schedule 6) Selecting appropriate facilities 7) Selecting appropriate instructors 8) Selecting and preparing audiovisual aids 9) Coordinating the program 10) Evaluating the program.

National minority aids council (2015) described a basic program development model. The main components include:

(1) Conduct Needs Assessment: describe your target audience, identified problem, program planning process and need for your agency to address the problem.

(2) Develop Mission, Goals and Objectives: develop goals that accurately reflect potential solutions to the problems found during the needs assessment. Establish realistic goals that describe how the program will affect the target population.

(3) Identify Funding Sources: determine how much money is needed and develop a list of funding sources.

(4) Assign Leadership Tasks: identify perspectives and people who will lead each step.

(5) Design Program: Establish the details of your final program. Identify collaborators. Describe your staffing needs. Determine how you will evaluate it and

how much it will cost. Create a budget that includes salaries and ben efits, shared costs, program costs, and indirect costs.

(6) Implement Program: Conduct media campaign, recruit volunteers, develop collaborations and implement activities.

(7) Evaluate Program: identify how you will verify documents and qualify program activities and their effects.

Suwat Junsuwan (2011) mentioned the components of the program that are important and necessary for educational management. Which will make the educational management more effective. The components include the program 1) objectives, 2) content, 3) process and 4) evaluation.

Olympic Training & Consulting (2016) showed that designing an adult education program needs to include the following elements:

(1) Study of available information for the detection of the framing factors for the development of the training activities and the implementation of learning.

- The study of the existing situation, the detection of the basic problems and the detection of the target group.

- The identification and analysis of the important data, social – economic situation, professional characteristics, culture of the target group.

- Investigation and assessment of the training needs.

- Assessment of the available resources (material, venues, trainees, staff etc.) For training implementation

(2) Identification of training goals and objectives, include level of knowledge, skills level, competence level, and attitudes level.

Determination and management of training content

Selection of the appropriate training methods, techniques, and material

Design of the evaluation plan.

Aphisayarat Prarasri (2018) obtained the components of the program for the development of the program to enhance learning leadership of school administrators under the Office of the Secondary Education Area, consisting of the 1) principles, 2) objectives, 3) development concepts, 4) contents, 5) structure, 6) learning activities, 7) methods, 8) resources, and 9) measurement and evaluation.

In summary, from studying the elements of the development program from various academics, it can be concluded that the elements of the program include 1) principles, 2) objectives, 3) contents, 4) development process, 5) evaluation program.

(1) Principles are the basic guidelines and norms governing the content of program work, the desired outputs, and decisions about program implementation. It guides the various stages of program planning, development, implementation and closure, and helps the program team to make sound judgements when faced with decisions to ensure that the program can be carried out successfully in accordance with the established objectives and requirements.

(2) Objectives are about competence during or immediately after ending training, concern the specific results pursued by training. The objectives must meet the educational needs of the program and correspond to the real potential of learners. Usually learning objectives/goals are divided in performance areas and levels. Three target areas are most often distinguished between: (1) knowledge, (2) attitudes, and (3) skills. Knowledge objectives say something about the knowledge and intellectual performance that participants will acquire. Attitudinal objectives indicate what the participants will acquire in the emotional, attitudinal and value areas. Skills objectives say something about what the students will acquire in the practical area. A comprehensive formulation of learning objectives consists of the intended outcome plus the display condition plus the success criteria. (Olympic Training & Consulting Ltd， 2016）

(3) Content refers to the main elements and components involved around the program theme in order to achieve the program objectives, including the specific details of the task or activity. There are three aspects of content setting to consider: Items or topics to be covered, subjects that modules shall cover, and ensure link to the learning goals. (HES-SO, Yves Kalberer, 2024) Selecting the content is the selection of the content to be provided to the person to be developed that is consistent with the learning objectives specified by the program. Organizing the content is the decision of which level of the selected content should be provided to the person to be developed, taking into account the learning psychology development of the person to be developed. (Taba, 1962)

(4) Development process is the collection of phases and activities that a program undergoes throughout its lifecycle, from program initiation to program completion. The program development process is a systematic process that encompasses the planning, development, implementation and closure phases of a program, which take place in a certain order, each with its specific objectives, tasks, outputs and milestones. The development process is narrowly defined as the learning process covers questions about how. This includes both the progress and educational approach regarding content order and method specifications. (HES -SO, Yves Kalberer, 2024)

(5) Evaluation program has been defined as systematic inquiry that describes and explains the policies' and program's operations, effects, justifications, and social implications (Mark et al.,2000) or the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/ or inform decisions about future programming (Patton,1997). Program evaluation is one element of results-oriented management, the essence of evaluation is determining what is of value in a program. The work revolves around understanding program goals (if available), setting criteria for success, and gathering information to determine whether the criteria are being met as a result of program activities. Program evaluations focus on examining the characteristics of a portfolio of programs rather than assessing one program at a time and often use retrospective information about program outputs and outcomes. (Institute of Medicine (US) and National Research Council (US) Committee on the Review of NIOSH Research Programs, 2009)

3. Steps of Program Development

Researchers have studied the process of program development and has synthes ized as following:

Barbazette (2006) and Forsyth (2008) mentioned about the concept and princi ples of developing a program which consisted of 7 steps as following:

Step 1: Creating an atmosphere for learning

Step 2: Establishing an organizational structure for planning

Step 3: Diagnosing needs for learning

Step 4: Creating a direction for learning goals

Step 5: Implementing the program (recruiting and training management about the learning supporters and process Educational Budget Consultation)

Step 6: Learning Experience Design

Step 7: Evaluation and Re-assessment

Wirot Saranat (2008) mentioned the steps in diagnosing and developing a program to develop educational personnel as following:

Step 1: Study basic information and examine the theoretical concept of the program. Examination of the theoretical concept of the developed program

Step 2: Revise and prepare supporting documents

Step 3: Examine and improve the program

Step 4: Create an evaluation tool

Step 5: Test the program in the field

Arthur Lock Jack Graduate School of Business (2013) was a human resource development institute in the United States. The steps of program development were as following:

Step 1: Analyze the Training Needs

Step 2: Design the Training Program

Step 3: Developing the Training Program

Step 4: Implement the Training Program

Step 5: Evaluate the Training Program

Wirot Saranat (2013) mentioned the steps of diagnosis and development of a program for developing educational personnel were as following:

Step 1: Study basic information and examine the theoretical concept of the program.

Step 2: Revise and Document

Step 3: Validate and Improve the Program

Step 4: Create the Program Evaluation Tool in the Field

Step 5: Test the Program in the Field Test the Program in the Field

In summary, The procedures of the program Development to enhance leadership of kindergarten rural principals with the following steps consists of:

Step 1: Investigate to leadership of kindergarten rural principals.

Step 2: Study the current conditions and desired conditions for leadership deve lopment.

Step 3: Create program to enhance leadership of kindergarten rural principals.

Step 4: Evaluate the suitability and feasibility of the program to enhance leade rship of kindergarten rural principals.

3.3 Stress management program

Wayne Welsh (2006) proposed a seven-stage model of program planning and development.

Step 1: Analyzing the Problem

What need or problem is the program expected to address? This step involves collecting information about dimensions of the perceived problem, the history of the problem, the stakeholders affected by the problem, and potential causes of the problem

Step 2: Setting Goals and Objectives.

Goals are broad aims of the program; objectives specify explicit and measurable outcomes; we should also be able to measure within-individual changes.

Step 3: Designing the Program or Policy.

This stage requires specifying, in as much detail as possible, who does what to whom, in what order, and how much? It is the " guts" of the program or policy, including its staff, its clients.

Step 4: Developing an Action Plan.

Specify the sequence of tasks needed in order to successfully launch or implement the program or policy. These include technical and interpersonal tasks.

Step 5: Developing a Plan for Monitoring Program/ Policy Implementation. Process evaluation refers to the collection of information to determine to what degree the program/policy design or blueprint (Stage 3) is being carried out as planned. Are program activities being carried out as planned? Is the intended target population being reached? Are staff members carrying out assigned responsibilities?

Step 6: Developing a Plan for Evaluating Outcomes

The goal of this stage is to develop a research design for measuring program outcome (a specific, intended change in the problem, as defined by objectives).

Step 7: Initiating the Program or Policy Plan.

Stage 7 involves putting into motion the program or policy design and action plan (stages 3 and 4), monitoring program or policy implementation (stage 5) and, if appropriate, evaluating outcomes (stage 6) . Once evaluation data are analyzed, feedback is provided to all stakeholders, and the program/ policy design should be thoroughly reassessed to determine where revisions are necessary. Decisions may have to be made about whether a program should be continued.

Barr, M.J. & Keating, L.A. (1990) proposed a five-step program model for program development. The first step is to assess the needs, environment and resources of the participants. The second step is to create a program plan in terms of goals, methods, time and other aspects. The third step is to implement the program, during the implementation of the program, process evaluation and product evaluation should be carried out. The fourth step is use information obtained from process and output evaluations to inform decisions about the future of the program. And the fifth steps is evaluation and administrative decision, decision to continue the program or terminate the program or take steps to improve it.

Ediyanto, E. et al. (2018) explained the special Guidance Teacher Development and Competency Development Training program includes three phases of activities, (1) namely preparation, (2) implementation and (3) evaluation and follow-up plans.

Conklin, N. (1997) mentioned the program development model includes (1) planning; (2) design and implementation; and (3) evaluation informed by organizational context, personal interest and expertise, and the needs of the community and society (Figure5):

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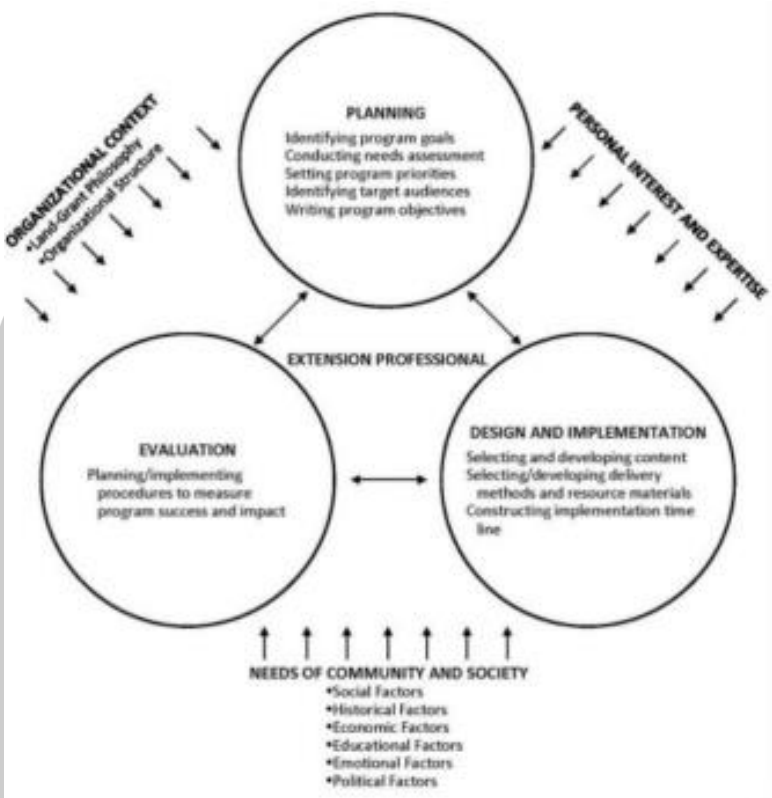


Figure 2 The program development model (Source: Conklin, 1997)

Boone, E., Safrit, D., & Jones, J. (2002) developed a conceptual programming model to benefit institutional organizations. The seven interrelated phases of Boone's model including:

Step 1: Formulate the organization program framework.

Step 2: Adopt the program framework.

Step 3: Organize human resources at the operational level needed to plan an educational program.

Step 4: Plan or make decision at the operational level.

Step 5: Set up a timetable.

Step 6: Implement the plan.

Step 7: Evaluate the plan.

Taba, H. (1962) has a concept about the curriculum development process which is similar to the program development which has 7 steps as follows:

(1) Diagnosing the needs of the person to be developed is an important step.

The first step is to decide what should be developed by studying the basic information about the person to be developed, such as their background and needs.

(2) Determining the objectives to be a guideline for the development program clearly stating that the program to be developed aims to develop what characteristics of the person to be developed.

(3) Selecting the content is the selection of the content to be provided to the person to be developed that is consistent with the learning objectives specified by the program.

(4) Organizing the content is the decision of which level of the selected content should be provided to the person to be developed, taking into account the learning psychology development of the person to be developed.

(5) Selecting the learning experience for the person to be developed is the selection of the learning experience that is consistent with the content and objectives of the development program.

(6) Organizing the learning experience for the person to be developed is the decision of what learning experiences should be provided to the person to be developed. And what methods should be used to manage learning in order to be consistent with the content and learning objectives in order to develop according to the suitability of the person to be developed?

(7) Evaluation is the evaluation of the person to be developed according to the purpose of the development program, whether the learner has the characteristics that the program requires or not, in order to meet the purpose of the program.

Bar, M.J., & Keating, L.A. (1990) proposed a five-step program model for program development (Five-step Model for Program Development) as follows:

Step 1 Assessment consists of: 1) Assess the needs of program participants 2) Environmental assessment 3) Evaluate resources including personnel, budget, and physical resources.

Step 2 Planning consists of: 1) Developing a planning team 2) Goal setting Objectives and Evaluation 3) Choosing a practice method 4) Organizing training for

relevant personnel 5) Procurement of the Desired budget 6) Determination of time taken until the end of the program.

Step 3 Implementation consists of: 1) Assigning responsible persons to be appropriate to their skills, abilities, and work to be done.2) Implementation of the plan 3) Process evaluation and product evaluation.

Step 4: Evaluate after the program ends. (Post-assessment) Use information obtained from process and output evaluations to inform decisions about the future of the program

Step 5: Administrative Decision is the decision to continue the program or terminate the program or take steps to improve it.

Mahmoud Hassan Ibnouf (2012) proposed framework for program development. The framework includes seven phases.

Step 1: Formulating broad policies, procedures and objectives for program planning.

Step 2: Preparing for program planning.

Step 3: Organizing for program planning.

Step 4: Planning the program:

Collecting the facts.

Analyzing the situation.

Identifying needs and problem

Determining objectives.

Developing a plan of work.

Writing the program document.

Preparing the calendar of work.

Step 5: Implementing the program.

Step 6: Evaluating the program.

Step 7: Reconsideration.

In summary, from studying the process of creating a program from various academics, it can be concluded that the process of creating the program to enhance competence of art teachers with the following steps: (1) Investigating the components of arts teachers competence. (2) Exploring the current state, desired state and the priority needs for art teachers competence development. (3) Creating a program to

enhance the competence of art teachers. (4) Evaluating of the suitability and feasibility of the program to enhance the competence of art teachers.

4. Evaluation of program effectiveness

Kirkpatrick, D. & Kirkpatrick, J. (2006) proposed that the effectiveness of training programs be assessed through four levels, which are :

(1) Reaction: Evaluates the satisfaction of the trainees with the training program, including their perceptions of the trainer, the training content, the facilities, the methodology and the personal gains. This level of assessment is usually carried out immediately after the end of the training, through questionnaires or interviews and other ways to collect data.

(2) Learning assessment: Determine the degree of learning gained by the trainee in terms of knowledge, skills, attitudes and so on. This is usually done through written exams, practical tests or pre- and post-test comparisons.

(3) Behavioral assessment: to examine the degree to which the trainee will learn to apply the knowledge in the work. This level of assessment is usually carried out some time after the end of training (e.g., 3 to 6 months), and data are collected through direct observation, interviews or 360 -degree feedback, performance testing, etc.

(4) Results assessment: calculates the economic benefits or organizational level changes brought about by the training, such as productivity improvement, cost reduction, and customer satisfaction enhancement. This level of assessment focuses on the overall impact of training on the business or organization, and requires the collection of a wider range of data and long-term tracking and analysis. This can be done through questionnaires, performance targets, etc.

In summary, the Koch Training Evaluation Model provides a comprehensive evaluation framework from response to outcome, which helps to systematically measure the effectiveness of training activities.

Daniel Stufflebeam proposed a comprehensive evaluation model (CIPP) in the 1960s. The model consists of four key stages.

(1) Context Evaluation

- The main objective is to understand the context in which the program or program is situated.

- This includes analyzing factors such as the nature of the problem, the characteristics of the target audience, relevant policies and the environment.

- Through context evaluation, the necessity and feasibility of the program or program can be judged, as well as identifying training needs and setting training objectives.

(2) Input Evaluation

- On the basis of the background evaluation, the conditions and resources Desired to achieve the objectives are evaluated.

- It involves gathering information on training resources, assessing the adequacy and reasonableness of resources, and determining how to effectively use available resources to meet training objectives.

- Input evaluation also involves consideration of whether external resources are needed to assist in the overall strategy of program planning and design.

(3) Process Evaluation.

- Designed to monitor the implementation of a program or program to ensure that it is progressing towards its intended goals.

- Through continuous monitoring, inspection and feedback, problems are identified and improvements are made.

- Process Evaluation provides feedback to those responsible for the implementation of the training program so that they can make timely and continuous corrections or improvements to the implementation of the training program.

(4) Product Evaluation:

- Evaluation of the results achieved by the program or program, including expected results and unintended results.

- The main task of outcome evaluation is to measure and explain the objectives achieved by the training activities and to judge whether the program or program is effective or not.

- Outcome evaluation can be conducted not only after the training is completed, but also during the training process, so as to make timely adjustments to the training strategies and methods.

The CIPP model is characterized by its whole process, process and feedback. It stresses that evaluation should not only focus on the results, but also on the

background, inputs and process, so as to provide more comprehensive information for program or program improvement. Through the application of the CIPP model, program or program managers can make better decisions and promote the continuous improvement and optimization of the program or program.

Li Baomin, & Yan Hanbing (2017) explained a quality assessment of teacher distance training based on the CIPP assessment model, including

(1) Pre -training preparation assessment: carrying out background assessment and input assessment Diagnosis of teachers' learning needs through pre -training questionnaires, interviews, etc., and assessment of the background of different teacher -learners as well as the learning needs situation, the purpose of the assessment is to carry out the classification of classes and stratification, which will provide a basis for the design of teaching. At the same time, the readiness related to the platform and resources is assessed through the readiness checklist.

(2) Quality monitoring and evaluation during training: Strengthening

Process evaluation during the training process, the platform is u se d to comprehensively monitor the learning activities of the students and the participation of the tutors. Through the student learning records, teaching records of assistant tutors, thematic forums and other timely understanding of the overall teaching situation, and through regular bulletin rem inders, SM S notifications, learning notifications, etc., to promote teachers and students to grasp the rhythm of distance learning, sharing teacher-student interactions and learning and training results.

(3) Post -training quality assessment and sum m ary: result -oriented

assessment Post -training quality assessment is mainly through questionnaires, students ‘ works and assignments, students ’ testimonials, teacher -student dialogues and students ‘ data analysis of the learning process, and the application of the learning situation, etc., which provides direct feedback on the assessment of the learning effectiveness of the students; at the same time, through the questionnaires of the tutors and instructors, training summaries, and summaries of assignments, etc., which provide feedback on the teacher -student interactions and the students ’ learning situation. Learning situation.

Rossi, R. J., & McLaughlin, D. H. (1979) pointed out establishing evaluation objectives requires formal, frequent, and extensive interaction among program

evaluators and administrators. The fundamental purpose of this interaction is to obtain from administrators the information necessary to make the most effective choices in planning and carrying out evaluations. Three techniques are described that can be used to ensure that this interaction is constructive:

(1) prepare a system s analysis of the program , which involves three subtasks. The purpose of carrying out a systems analysis is to describe clearly the intended processes by which a program accomplishes its aims.

(a) identify major program cycles. Identification of program cycles and variables of importance within each cycle can be made by examining descriptive written material concerning the program and conducting preliminary interviews with program staff. It is especially important to identify these cycles and variables at an early stage in the evaluation process, so that one can begin to consider: which cycles are likely to be most important to achieving impact and which variables in a given cycle are likely to be the ones for which indicators will be needed.

(b) hierarchically order program objectives. The hierarchical ordering of program objectives allows one to identify specific variables (related logically to more general goals) that can be monitored in evaluation. More precisely, target behaviors and indicators of these behaviors can be developed for each of the most specific variables identified by the hierarchical ordering, and (som e of) these indicators can be selected for further study as m easures of overall program effectiveness.

(c) develop a rationale for the pro gram . A program rationale hypothesizes cause -and -effect relationships between input, process, disposing condition, and outcome variables that are identified in the systematic explication of major program cycles. By making these relationships explicit, it is possible to trace the prospective impacts of particular operations that can affect whether and to what extent a program will achieve its intended long-term impacts.

(2) Systematically identify potential evaluation issues.

Evaluation issues can be derived directly from the systems analysis. A particular causal relationship that is hypothesized between two or more variables may be chosen as an evaluation issue to be more closely examined.

(3) Evaluation of information needs as a function of decision –making responsibilities.

Once the categories of information that can be collected and the costs that are likely to be incurred during data collection are determined by the systems analysis and generation of potential evaluation issues and associated measurement requirements, the evaluator must work to identify the current information needs of decision makers. Although it is reasonable to consider that an evaluation is conducted primarily to serve the decision -making purposes of the central administrators of the agency, care must be taken to assess the information needs of program participants at all levels so that they too can make rational decisions.

Zhu Hui. (2023) explained the construction of the evaluation system of the

‘ National Training program’ program. The evaluation is divided into three stages:

(1) The diagnostic evaluation before training mainly includes three indicators: ‘demand analysis’, ‘implementation program’ and ‘curriculum’.

(2) The form ativ e evaluation during the training includes two indicators: ‘organizational management’ and ‘trainee participation’.

(3) Post -training sum m ative evaluation m ainly includes four indicators: ‘training effect ’, ‘summary material’, ‘post -training follow -up’ and workhighlights’. ‘ Four indicators are included in the post -training summative evaluation. Training effect. The training effect is evaluated in four dimensions: satisfaction, mastery, enhancement and improvement.

The evaluation is divided into four levels:

(1) Trainee response: using the questionnaire method, through the satisfaction questionnaire to assess the satisfaction of the trainees.

(2) Learning gain: with the help of self -tests before and after training and trainees' training experience, the degree of achievement of the training objectives; their own knowledge and ability to improve, teaching awareness and conceptual change. Enhancement of knowledge, teaching awareness and conceptual change

(3) Work application: using questionnaires, interview forms, and classroom observation evaluation forms to assess: the application of training learning to actual work; changes in teaching behaviour; improvement of teaching quality; and promotion of professional development.

(4) Organizational performance: using the interview method and proof of results of educational and teaching activities to assess the impact on student learning; the performance of leading and radiating roles within the organization; and the promotion of school development.

In summary, from the study of the effectiveness evaluation of the aforementioned program, it can be concluded that the effectiveness evaluation of the teacher training program 1) should emphasis should be placed on the combination of process evaluation and summative evaluation, including pre-development evaluation, development evaluation and post -development evaluation. 2) should focus on participants ‘ satisfaction, participants’ reactions, participants ‘ learning, participants’ use of new knowledge or skills, and organizational support and change. 3) should be a combination of qualitative and quantitative assessment. Quantitative assessment based on questionnaires and standardized tests, combined with qualitative assessment based on interviews, observations, logs and other case studies, and case analysis, with program stakeholders as the source of data collection, including tutors, trainees, support service teams and managers.

Physical Education Teachers

1. Detinition of physical education teachers

Physical education teachers are professional educators responsible for physical education instruction, activity guidance, and the cultivation of students' physical and mental health within schools. Their definition continues to evolve with changes in educational contexts and research perspectives. Traditionally, they have been viewed as instructors of physical education knowledge and skills, with a focus on conveying athletic techniques through curriculum design to help students develop abilities and foster interest. However, the essence of physical education should be a holistic practice that unites the mind and body, achieved through gamified designs that promote the synergistic development of physical skills and critical thinking (Ren Xiuhong, 2013).

With the deepening of quality education, the role of physical education teachers has expanded to that of promoters of students' physical and mental health, focusing not only on physical fitness but also on mental health and social adaptability,

requiring them to possess interdisciplinary knowledge. From an educational ecology perspective, they are also builders of campus sports culture, creating an atmosphere through various activities, while also serving as disseminators of the concept of mass fitness, promoting coordination between family and school sports.

In the contemporary transformation of physical education, physical education teachers have transitioned from being single-skill instructors to becoming multi-disciplinary professional practitioners. The Education for Sustainable Development (EfS) perspective requires them to possess three-dimensional professional action capabilities, overcoming the contradiction between ‘ high cognition and low action’ (Royet et al., 2025). Professional development theory emphasises their role as lifelong learners, requiring them to continuously update their knowledge and skills. ‘ Collaborative research and teaching’ is the key to this capability transformation, enabling teachers to transition from course implementers to teaching researchers, developing evidence-based improvement capabilities (Liang, 2025), and establishing their composite role as guides for sustainable development and promoters of physical and mental development.

In summary, the definition of physical education teachers has evolved from single-skill instructors to composite talents integrating knowledge transmission, health promotion, cultural construction, social services, and self-renewal. The expansion of their professional scope remains closely linked to educational reforms, societal demands, and the developmental patterns of students.

2. Signticance of physical education teachers

With the implementation of the strategy to build an education powerhouse, the transformation of the role of physical education teachers in primary and secondary schools has become an important goal in the construction of a high-quality education system. A large number of studies have revealed that the classroom behaviour, health literacy and professional development level of physical education teachers directly determine whether school physical education can truly fulfil its dual functions of ‘moral education’ and ‘health first.’ Firstly, physical education teachers are the direct implementers of health education in schools. Yin Zhihua et al. (2025) pointed out that physical education teachers must undertake dual responsibilities in physical education courses: teaching motor skills and conducting health education. Their core

competencies include both ‘motor skills’ and ‘health literacy,’ such as the ability to assess health risks, communicate about health, and promote health education. Wang Jian, Zhuo Zhenmei, and others (2025) further emphasise that under the ‘Healthy China’ strategy, physical education teachers have been entrusted with new public health responsibilities: they are not only organisers of physical education classes but also the ‘first responders’ in campus health crises, and their ability to handle health emergencies directly impacts the safety of students during sudden sports injuries or public health incidents. Therefore, the health education literacy of physical education teachers has evolved from an ‘additional capability’ to a ‘professional baseline.’

Secondly, physical education teachers' teaching behaviours are highly correlated with the formation of students' lifelong exercise habits. Ma Minghao et al. (2025) conducted a systematic literature review, which indicated that teachers' classroom organisation, demonstration and explanation, emotional support, and differentiated feedback significantly influence students' physical activity intensity, enjoyment of exercise, and persistence. Zhang Bin (2023) found that the higher the level of teachers' core competencies, the stronger students' intentions for lifelong physical activity; Wu Fan (2021) confirmed that high-quality teaching behaviours can enhance students' mastery of physical skills by 23%. These findings provide evidence-based proof that physical education teachers' ‘teaching’ not only determines the effectiveness of the 45-minute classroom session but also shapes students' lifestyles for decades to come.

Furthermore, physical education teachers are the ‘last mile’ implementers of curriculum reform. Liu Tong and Zhang Xiaolin (2021) found that young teachers' innovative teaching abilities in primary and secondary schools are significantly positively correlated with the systematic training they receive, and the ‘National Teacher Training Programme’—a collaborative initiative between local universities and primary/secondary schools—can increase their teaching effectiveness by an average of 15%. However, the study also points out that rural physical education teachers, due to insufficient training opportunities, exhibit significantly lower levels of teaching behaviour standardisation compared to urban teachers. This indicates that without sustained, evidence-based professional support, the textual advantages of any curriculum standards cannot be translated into actual student outcomes.

Finally, physical education teachers are the ‘ gatekeepers’ of campus health culture. Under the concept of ‘shared health governance,’ physical education teachers, school nurses, counsellors, and homeroom teachers collectively form the campus health community. Luo Qingbin (2022) found that when physical education teachers possess high-level health communication literacy, students' access to health knowledge expands from the classroom to extracurricular exercise, club activities, and family interactions, forming a ‘school-family-community’ health promotion loop. Therefore, the role of physical education teachers is expanding from ‘ subject teachers’ to ‘health system engineers.’

In summary, the importance of physical education teachers lies not only in ‘ teaching’ sports skills but also in their systemic functions of ‘ nurturing the whole person’ and ‘ promoting health. ’ Policy makers, teacher training institutions, and primary and secondary schools should collaborate to establish a pre-service training, onboarding support, and post-service professional development system oriented toward health literacy, ensuring that physical education teachers can fulfil the triple mission of moral education, health promotion, and public safety in the new era.

3. Physical Education Teachers' Occupational Stress

3. 1 The current situation of occupational stress on physical education teachers

Regarding the current state of occupational stress among physical education teachers, different studies based on surveys of specific groups and regions have revealed certain differences, but they also highlight common challenges. Deng Wei (2014) believes that the overall situation of occupational stress of high school physical education teachers is not optimistic. Among them, 80. 60% of high school physical education teachers believed that there was a lot of occupational stress, and only 5. 061% of them believed that they had no occupational stress. In his survey research on the occupational stress, teaching efficacy, and occupational burnout of primary and secondary school physical education teachers, Jiao Zhenhong (2009) found that primary and secondary school physical education teachers experience more prominent and severe occupational stress than other teachers. They have a strong sense of teaching efficacy, but the phenomenon of occupational burnout is relatively severe in terms of low personal achievement, and there is a significant positive

correlation between these three factors. Hamad Sttar Jaber Al Anazi (2020) used a correlational descriptive method to study the work stress of physical education teachers in Kuwait and its relationship with their teaching abilities. The results showed that, except for the dimension of 'stress related to educational supervision,' which was at a relatively high level, the work stress levels of physical education teachers in Kuwait were at a moderate level across all dimensions.

These studies collectively paint a picture of the widespread occupational stress faced by physical education teachers, but there are regional and dimensional differences. They provide important empirical evidence for understanding the current state of occupational stress among this specific group of teachers, identifying key stressors and their potential consequences, and emphasising the necessity of addressing and intervening in occupational stress among physical education teachers.

3.2 Occupational stressor of physical education teachers

According to Borg M.G.(1991), there are five causes of occupational stress in teaching: student behavior (e.g. misbehavior, insubordination to teachers, attitudes, etc.), heavy workload (e.g. too many tasks, deadlines faced, etc.), work environment (e.g. poor working conditions, lack of teaching facilities, too many students in the classroom), interpersonal relationships with colleagues (e.g. conflicts with colleagues or superiors, lack of help at work, etc.) and school culture (e.g. differences in the demands of society at large on teachers, etc.). Yvonne Gold and Robert A. Roth (1993) summarized seven reasons for teachers' occupational stress: poor school environment, poor student behavior, poor working conditions, interpersonal interactions, relationships with family, time stress, and lack of individual competence. Cooper (1995) identified managing unmotivated students, adjusting to the classroom, workload, adapting to social innovations, evaluation by others, maintaining teacher authority and status, role conflict and ambiguity, and poor working environment as the main sources of teacher stress. Marie Brown, Sue Ralph, and Lvy Brember (2002) categorised the sources of stress in the teaching profession into eight areas: educational change, interpersonal relationships (teachers, students, colleagues, and parents of students), strict school management, poor school environment and facilities and heavy workload. Mandeep Singh (2009) summarised the main sources of stress about the teaching profession as follows: important sources of stress that contribute to the teaching profession are disturbances in colleagues' interactions, workload with

insufficient time, poor quality of work done and lack of facilities. Chi Tiemei (2006) in the ‘ Study on the Occupational Stress of Rural Secondary School Teachers in Jinzhou District, Dalian City’ research shows that: the main factors affecting the occupational stress of rural secondary school teachers are; students, teaching tasks, the rate of achievement of the teaching objectives, and exams, etc., and the most representative of the occupational stress is in teaching, students and exams. Hu Xin (2018) in the ‘Study on the Status Quo and Countermeasures of Primary School English Teachers' Occupational Stress Management’, pointed out that the influencing factors of primary school English teachers' occupational stress include social factors, educational and administrative factors, working environment, workload, and students' factors in five aspects. Sun Yunqiao, Yin Junyi et al. (2020) in " A study on the occupational stress and stressors of secondary school physical education teachers" pointed out that the occupational stress of physical education teachers is high or very high, mainly from job factors, occupational need factors, parental factors. Zhong Liping (2017), in " Research on Occupational Stress of Physical Education Teachers in Rural Secondary Schools in Jiangxi Province", pointed out that the main sources of occupational stress of physical education teachers in rural secondary schools in Jiangxi Province are: social expectations, workload, interpersonal relationships, self-development, student situations, teaching and competitions, and that there are fewer explicit situations and more invisible situations, which indicates that physical education teachers in rural secondary schools in Jiangxi Province in the process of their careers are more concerned about the social status and psychological needs. Considered more. Ma Qiaoli (2018), in " Occupational stress and Relief of Rural Elementary School Teachers in Poverty-stricken Counties", points out that there are three reasons for teachers' occupational stress. First, it is the teacher's own reasons, which bring stress to the classroom to varying degrees in terms of physiology, multiple roles and promotion. The second is social reasons, backward ideology and culture in the countryside, lagging transportation development, lack of security for students and teachers, and educational reform aspects. Thirdly, school reasons, the reform of quality education, unreasonable promotion system and in-service training also bring stress to teachers accordingly. Wang Shiqi (2019), in " Research on the Occupational Stress Situation and Influencing situations of Elementary School Teachers", showed that the most influential situations on the occupational stress of elementary school teachers are

workload, students' situations and occupational expectations, and the least influential ones are examination stress, family interpersonal and self-development needs.

Table 1 Analysis chart of situations of occupational stressors

Serial number	content	expert										frequency
		Borg M.G	Yvonne Gold et al.	Cooper et al.	Marie Brown	Mandeep Singh	Chi Tiemei	Hu Xin	Sun Yunqiao et.al.	Zhong Liping	Ma Qiaoli	Wang Shiqi	
1	Student Situation	√	√	√			√	√	√	√		√	8
2	Work Situation	√	√	√	√	√	√	√	√	√	√	√	11
3	Occupational Demand Situation	√	√	√	√			√	√	√	√	√	9
4	Interpersonal Relationship Situation	√	√	√	√	√				√		√	7
5	Parent Situation								√		√		2

In summary, various scholars have different insights into the source of occupational stress of physical education teachers, but there are similarities, mainly including the student aspect, the work environment, the teaching task and the leadership colleagues get along with the teacher's self-development, etc. However, in view of the specificity of the rural physical education teacher's occupation and on the basis of the previous research, this paper divides the situations affecting the occupational stress of physical education teachers into the work situation, occupational demand situation, student situation, interpersonal relationship situation

and parental situation, the five aspects of career needs are investigated and researched.

In conclusion situation of occupational stress refers to work situation, occupational demand situation, student situation, interpersonal relationship situation and parental situation

3.3 The influence of occupational stressor on physical education teachers

Research indicates that sports teachers' occupational stress that is not effectively alleviated will have widespread and far-reaching negative effects, involving individuals, teaching, career development, and even society as a whole. If the occupational stress experienced by physical education teachers is not alleviated, it will not only be detrimental to the teachers themselves, but will also affect students and teaching quality (Fan Bin, 2016), as well as have a negative impact on teachers' professional outlook, attitudes, and behaviour (Sun Wei, 2008). Zhou Zhixing (2010) believes that there is a correlation between physical education teachers' occupational stress and health, and that too much occupational stress will jeopardize teachers' health, affect students' overall physical and mental development, and is not conducive to building a harmonious society. Excessive occupational stress can lead to varying degrees of occupational burnout among teachers. Whether from the perspective of educational management or the teachers themselves, this issue deserves sufficient attention and effort (Zheng Yi, 2018). Appropriate occupational stress can motivate individuals and stimulate potential, while negative occupational stress can disrupt work and life (Zhu Zhu, 2019). If teachers cannot effectively manage occupational stress, they may find themselves in a negative work state, developing aversion toward their work, which can impact the overall quality of the school's faculty and hinder teachers' professional development (Ren Yunzhe, 2017).

Therefore, effectively managing and alleviating the occupational stress of physical education teachers is not only crucial to the well-being and professional vitality of individual teachers, but also a key factor in ensuring the quality of physical education, promoting the healthy growth of students, and maintaining a healthy educational ecosystem.

3.4 The Coping Strategies of occupational stressor on physical education te achers

Scholars have proposed multi-level, multi-dimensional solutions to address the occupational stress experienced by physical education teachers. Zhu Hua (2014), from the perspective of management science, investigated and studied the stress management style of college physical education teachers, and the research data showed that they channeled and detoxified their stress by continuously improving themselves, improving the perception of stress, and participating in physical exercise in their spare time. Tian Qiang (2007), believes that the occupational stress of physical education teachers mainly comes from three levels: the school, the education department, and the teachers themselves. Sun Yunqiao (2010), with different factors, different levels, different ways to study the methods of coping with occupational stress, mainly to establish cognitive evaluation, training and learning, reduce the workload, a good working atmosphere; Xu Fuming et al. (2003) related researchers believe that we should adopt stress coping strategies from the cognitive, behavioural, emotional control, etc., and face the work stress with a positive mindset. He Zuxin (2008) proposed to deal with occupational stress from their own factors, management system, social factors, a good development space for college physical education teachers to enhance the role of a great deal of help, motivating them to continue to work hard and struggle for their own careers, so that their own ability to regulate the ability to continue to strengthen; Folkman, Lazarus (1988) that the main channels of stress coping: problem-oriented coping, emotion-oriented coping, Lazarus that stress coping channels: problem-oriented coping, emotion-oriented coping, and the main channels of stress coping. Folkman and Lazarus believe that the main channels of stress response are: problem-oriented response, emotion-oriented response, Lazarus believes that the teacher's occupational stress coping strategies to positive behaviour, serious attitude to deal with occupational stress and so on. Yang Shuai (2014), in " Occupational stress and Coping Strategies of High School Physical Education Teachers in Shangqiu City" , puts forward that the coping strategies of high school physical education teachers in Shangqiu City mainly include: on the social side, it is necessary to stimulate the occupational enthusiasm of physical education teachers and improve the social status of physical education teachers. On the school's side, the school should scientifically manage to relieve teachers' occupational stress and create a good relief to dissolve teachers' occupational stress. On their part, they need to

formalize their occupational stress and try to form scientific self-expectation, and adopt the way of combining work and rest to relieve occupational stress.

In summary, effectively addressing the occupational stress of physical education teachers requires collaborative efforts from individuals, organisations, and society to form a systematic strategy. These studies collectively construct a physical education teacher occupational stress response system that emphasises ‘ internal and external cultivation and top-down coordination,’ highlighting a comprehensive intervention approach that ranges from improving the external environment to enhancing individual resilience.



Contexts of rural primary schools in Guangxi

1. The Current Situation and existing Problems of Rural Education in Guangxi.

The shortage of educational resources in rural areas is a significant obstacle to the development of rural education, manifesting primarily in the following aspects. First, the construction of educational facilities and equipment lags behind. Rural schools have long faced various issues, such as inadequate infrastructure, outdated teaching equipment, and high operational costs, all of which impact the quality and development of rural education. Second, insufficient investment in education. The funding required for the development of rural education has consistently been inadequate, with most funds allocated to personnel salaries, while investments in teacher training and subject development remain insufficient, thereby hindering improvements in the quality of rural education. Finally, there is a severe shortage of educational staff. Unlike urban areas, rural regions have weak teaching resources, with many rural schools having teachers of relatively low proficiency, making it difficult to ensure teaching quality. Opportunities for teacher training are also very limited, with most schools having to address teaching challenges on their own for an extended period of time, and lacking access to professional training institutions (Ji, 2018).

In the development of rural education in Guangxi, the imbalance in teacher workforce development has become one of the primary factors affecting rural education. First, the shortage of teachers directly leads to weak teaching staff in rural schools. According to statistics from the Guangxi Rural Education Statistical Bulletin, the overall shortage of teachers in rural primary and secondary schools in Guangxi has exceeded 20,000, with many schools having only one teacher. In the absence of sufficient full-time teachers, rural schools can only hire temporary teachers, and this form of hiring cannot guarantee teaching quality and may even lead to a decline in educational quality. Secondly, the imbalance in the development of the rural teacher workforce is not only a matter of insufficient numbers but also a matter of structural mismatch. Most rural schools are located in remote areas, and the average age of school staff is relatively high, with insufficient youth in the teacher workforce. This also impacts the quality of education and teaching at schools. Therefore, increasing

the number of teachers and adjusting the age structure are key to achieving the development of rural compulsory education (Zeng, 2020).

Low educational quality in rural areas has long been a major challenge facing rural education. Numerous factors contribute to this issue, including teacher quality, educational resources, and educational facilities. These problems have long hindered the development of rural compulsory education (Wen and Xue, 2019). First, the low quality of rural teachers is one of the key factors contributing to the poor educational quality in rural areas. Currently, less than 20% of rural primary school teachers hold a bachelor's degree or higher, and a significant portion of teachers lack professional knowledge and practical experience. This situation results in relatively low teaching capabilities and educational quality among teachers, thereby hindering the development of rural education. Secondly, insufficient educational resources in rural areas is another major factor contributing to low educational quality. Rural regions have relatively underdeveloped infrastructure, and teachers often lack teaching equipment and textbooks, making it difficult to meet classroom needs. In recent years, although the state has increased its support for rural education, the funding and number of teachers in rural areas are still far from sufficient to meet the demand, and further policy and investment support are needed. Finally, another important factor contributing to the low quality of rural education is the high turnover rate of the teaching staff in rural areas. Due to the low welfare benefits and limited career development opportunities for rural teachers, many teachers choose to move to urban areas to work in education, which has also become one of the reasons for the shortage of educational resources in rural compulsory education (Yuan, 2021).

2. The Growth Environment for Rural Teachers in Guangxi.

According to Huang Xiaoling (2020), due to their remote locations on the nation's periphery, most rural schools in Guangxi have limited transportation infrastructure, with some even located in impoverished rural areas. The teaching environment is rudimentary, with classrooms still relying on the traditional ‘white (chalk) + black (blackboard)’ setup. While multimedia and electronic whiteboards—the standard teaching tools in urban schools—are only available in the most luxurious classrooms in rural schools. Such classrooms are typically limited to just 1-2 rooms per school and are often used for school open classes or recording ‘performance

courses’ to meet higher-level inspections. Due to the age structure of rural teachers, with a higher proportion of older teachers and fewer younger ones, older teachers have limited proficiency in using multimedia tools, while younger teachers are often overwhelmed by the demands of daily teaching during their adaptation period. As a result, multimedia teaching in rural areas is difficult to implement, and educational resources are not being utilised effectively. Additionally, due to issues such as limited transportation and opportunities for cross-regional exchange, most rural teachers currently rely on online search engines like Baidu Wenku for educational resources, lacking effective exploration of local rural resources, making it even more challenging to create rural-specific classrooms.

The majority of rural teachers' students are left-behind children, who are primarily raised by their grandparents due to the absence of their parents in the educational process. As a result, students struggle to complete even basic homework assignments to a satisfactory standard, have low motivation to learn, and the home-school partnership is largely dysfunctional. Additionally, rural parents, influenced by their educational background and the migrant worker phenomenon, lack a full understanding of teachers' work, making it difficult for rural teachers to receive strong support from parents for their routine duties. As teachers, they also have to take on roles such as psychological counselling, internet addiction prevention, and safety supervision. Additionally, rural teachers in impoverished areas have poverty alleviation tasks assigned to them (included in the administrative evaluation of teachers' annual work). Rural teachers are burdened with too many roles, taking on responsibilities that should not be part of their profession, leaving limited energy for their core work—teaching. As a result, their tutoring of underperforming students is ineffective, and their sense of professional identity as teachers is declining. Additionally, due to their rural location, rural teachers have significantly fewer opportunities to observe and learn from excellent classroom teaching practices or participate in training compared to urban schools. County-level training programs and national training projects lack specificity, resulting in rural teachers' teaching knowledge failing to be updated in a timely manner, their teaching skills unable to be improved, and a lack of effective guidance to combine teaching with research. As a result, rural teachers' sense of work performance is significantly lower, occupational

burnout is more severe, and their motivation for professional development is insufficient.

Related research

1. Research on physical education teachers

Research on physical education teachers focuses on core dimensions such as team structure, professional competence, working environment, and professional standards, revealing the opportunities and challenges for the development of this group.

From the perspective of the structure of the physical education teacher workforce, Yuan Shengmin and Wu Jian (2022) constructed a data model based on the specific circumstances of physical education teacher staffing levels in the compulsory education stage. They concluded that, under the guidance of policy documents and other measures, significant progress has been made in strengthening teacher workforce development across China in recent years. According to the formula established by the model, the absolute shortage of primary school physical education teachers is gradually decreasing, but the issue of a significant shortage of primary school physical education teachers remains prominent. The survey results of Huang Yaodong (2013) and Fu Xialing (2012) jointly demonstrate that, with the increasing emphasis on physical education in society and the expansion of school enrolment, the trend toward a younger physical education teacher workforce is positive. The infusion of younger talent can to some extent alleviate the aging of the existing teacher workforce and promote the innovation and development of the physical education discipline. However, in actual teaching practice, the younger teacher workforce also faces issues such as weak teaching stability, insufficient teaching ability, and lack of experience. Xiong Yangming and Wang Yong'an (2018) surveyed physical education teachers at 400 urban primary schools and 300 rural primary schools and found that, overall, there are significant regional imbalances in the structure and professional development of the physical education teacher workforce. In particular, physical education teachers in rural primary schools exhibit trends of ageing and low educational attainment, which are extremely detrimental to

the development of the physical education teacher workforce and the balanced development of urban and rural education.

From the perspective of the professional competence of physical education teachers, Wang Hu (2003) categorises their professional qualities into four areas: extensive professional theoretical knowledge, excellent athletic ability, innovative teaching capabilities in physical education, and research capabilities. To enhance these four areas, it is necessary to study the current state of development of the physical education teacher workforce; Liu Zhihong (2004) combined the concept of sustainable development and proposed that under the guidance of modern concepts, the coordinated development of six major professional competencies—teaching ability, educational ability, athletic ability, training ability, organisational ability, and research ability—should be emphasised. Wang Gang (2005) and others approached the issue from an educational perspective, proposing that in addition to professional theory and skills, teachers' professional qualities should also emphasise professional attitudes and values. Zhu Bin (2019) and others, based on the new edition of the ‘General High School Physical Education and Health Curriculum Standards,’ identified the three core competencies of the physical education discipline (athletic skills, healthy behaviour, and physical education ethics) and decomposed the professional competence of primary and secondary school physical education teachers into the following components: the ability to teach athletic techniques, the ability to promote students' physical health, and the ability to educate students' character through physical education. In summary, the professional qualities of the teaching workforce have become increasingly rich and detailed in response to societal development and growing public demands, providing valuable guidance for the development of physical education teacher teams.

From the perspective of the working environment for physical education teachers, Mao Zhenming (2018) and others have pointed out that the physical education teacher workforce is a group with inherently low status. Over the years, society's perceptions and attitudes toward physical education teachers have not undergone substantial changes, and there remains a persistent bias that views them as ‘non-professional’ or ‘sub-professional’ groups (Xu Zhengxu, 2018). This lack of societal recognition has placed physical education in a ‘disadvantaged’ disciplinary

position, hindering physical education teachers' sense of professional identity and job satisfaction. Furthermore, following the implementation of the ‘ double reduction’ policy, primary school physical education teachers have seen an increase in non-teaching activities, which has significantly drained their energy and led to a negative and disengaged attitude toward teaching. Therefore, the current working environment and conditions for physical education teachers urgently require improvement.

Teacher professional standards serve as the benchmark for evaluating teachers' professional competence, mark the important direction of teacher professionalisation, and are a crucial guarantee for school teaching quality (Wu Na, 2017) . Canada's ‘Teacher Teaching Practice Standards’ encompass five dimensions: student learning, professional knowledge, professional practice, leadership in learning communities, and continuous professional learning. Meanwhile, the ‘ Teacher Professional Ethics Standards’ include four dimensions: care, respect, trust, and integrity. The evolution of Canada's teacher professional standards also provides valuable insights for China's teacher education reform. In September 2013, CAEP issued the new Education Institution Standards (2013 CAEP Standards) , which were revised in 2016. These standards are the result of collaboration between teacher education institutions, professional associations, teacher educators, K-12 teachers, and parents, and represent the minimum certification requirements that physical education teacher training institutions must meet.

These studies collectively point to the fact that the high-quality development of the physical education teacher workforce requires a multi-pronged approach involving structural optimisation, capability upgrading, environmental improvement, and standard-driven guidance.

2. Research on physical education teaching in rural primary schools

Research on physical education teaching in rural primary schools focuses on the core issue of improving teaching quality. Against the backdrop of policy promotion and practical challenges, it explores reform paths and seeks international experience.

Huang Fuyu (2023) points out that under the new curriculum standards, physical education teaching objectives require teachers to cultivate students' strong motivation to learn, stimulate their interest in learning, and make them willing and

eager to learn. In terms of the selection and application of teaching content and methods, teachers should focus on connecting with students' learning foundations and life experiences, guiding them to experience the joy of physical exercise, and gradually developing the habit of regular physical activity. Furthermore, he highlights in his research that teachers' exploration of learning methods and strategies is a crucial means to enhance students' physical education learning abilities. In primary school physical education, teachers should focus on cultivating students' self-confidence, resilience, teamwork spirit, and fair competition awareness. They should assist students in mastering techniques for emotional regulation and interpersonal communication, fostering qualities such as self-respect, confidence, and the ability to calmly face challenges. Lu Jingwen (2022) pointed out that Physical education, as one of the five components of ‘ moral, intellectual, physical, aesthetic, and labour education,’ is an indispensable part of school-based quality education. The quality of physical education classroom instruction directly impacts students' physical and mental health development and plays a crucial role in fostering students' physical fitness and resilient character. Evaluation serves as the core means of monitoring physical education classroom instruction quality, possessing functions of supervision, guidance, and improvement. It occupies an indispensable position in promoting the healthy development of teaching work and enhancing classroom instruction quality. Rural primary schools play a crucial role in compulsory education, serving as a talent pool for other educational stages. Their teaching quality not only affects the overall quality of the population but also influences the balanced development of compulsory education. Therefore, establishing a comprehensive evaluation system for physical education classroom teaching quality in rural primary schools is particularly important. Yang Yushih (2022) proposed requirements for improving physical education teaching quality in rural primary schools in the article ‘The Significance, Requirements, and Pathways for Improving Physical Education Teaching Quality in Rural Primary Schools.’ Adhering to the principle of ‘health first,’ teachers should promote the development of students' good psychological qualities and comprehensive development. Physical education teachers should scientifically utilise ‘ lesson-by-lesson practice’ content, tailoring exercises to students' individual differences. To attract students' interest in learning, teachers should focus on creating

authentic and interesting teaching scenarios to make the classroom atmosphere more lively. In physical education teaching, teachers should be skilled in using modern information technology to better assist their teaching. Su Pengjun (2023) pointed out that under the new curriculum standards, rural primary school physical education teaching should be conducted in conjunction with the challenges currently faced in teaching, and the corresponding causes should be identified to find effective solutions to overcome difficulties. The quality of physical education course teaching needs to be improved, and students' physical fitness should be strengthened to enhance their overall physical condition. When conducting teaching activities, primary school physical education teachers in rural areas under the new curriculum standards should adhere to the teaching philosophy of the new curriculum standards, prioritise physical education teaching, and select appropriate teaching strategies based on actual circumstances to enhance students' physical fitness through physical education. Physical education teachers should clearly understand the current challenges faced by physical education in rural primary schools and take effective measures to improve the quality of physical education, enhance students' awareness of physical education participation, encourage students to take a more proactive approach to learning physical education knowledge, strengthen students' understanding, and enhance their overall capabilities. Research on physical education in rural primary schools in China indicates that although the situation has improved in recent years, there are still many challenges, including the phenomenon of uneven development between urban and rural areas. Physical education is increasingly being prioritised. With the national promotion of the rural revitalisation strategy and the vigorous promotion of the concept of lifelong physical education, the status of physical education in rural primary and secondary schools has become increasingly important, becoming an indispensable part of education. Physical education is increasingly receiving attention. With the national promotion of the rural revitalisation strategy and the vigorous promotion of the concept of lifelong physical education, the status of physical education in rural primary and secondary schools has risen significantly, becoming an indispensable component.

Ye Xuhong and Xu Hongfeng (2024) analysed the impact of educational reforms and developments in American primary and secondary schools on school

physical education in their paper ‘ The Influence of Educational Reforms and Developments in Foreign Primary and Secondary Schools on School Physical Education. ’ ② The primary educational objectives in the United States include physical development, lifelong participation in physical activities, and fostering a positive attitude toward physical education among students. The diversification of educational theories, practices, and management autonomy is reflected in the curriculum design of physical education in American schools. The study also analysed the impact of educational reforms and developments in Japanese primary and secondary schools on school physical education. The subject-centred curriculum theory has had a profound influence on physical education reforms in Japan. It requires students to learn study methods and explore learning approaches. Xue Junqi (2020) pointed out that Germany's rich sports culture has driven the development of modern sports education in Germany. With the development of the times and the continuous updating of educational curriculum theories, as an important component of quality education, sports is also one of the key tasks of China's curriculum reform. It must be continuously advanced in accordance with the requirements of sports education reform, which emphasise ‘ strengthening physical education classes and extracurricular exercises to promote the physical and mental health and robust physique of adolescents. ’ Chen Xing, through an analysis of the construction of physical education policies in British primary schools, points out the implications for China's primary school physical education. In his article, he analyses that British primary schools prioritise increasing children's opportunities to participate in school sports, strengthening the connection between schools and clubs, and further improving the management mechanisms of school physical education. In policy construction, the logical evolution has always centred on a focus on children, with a shift from a single paradigm to a multi-governance approach in terms of educational content and forms. By examining the core characteristics of UK primary school physical education policies, exploring the underlying guiding principles and development concepts, insights and references may be provided for the development of China's physical education. Regarding the current state of research on physical education in rural primary schools abroad, looking at the development of physical education in US primary and secondary schools, over the past 30 years, US physical

education has seen significant development and changes in management systems, macro policies, curriculum requirements, physical education evaluation, physical education teachers, physical education funding, and physical activity. These changes have had a certain impact on physical education in rural primary schools. Regarding research on rural education, from 2014 to 2018, the number of literature on rural education research abroad showed an upward trend, with the United States having the most research literature in this area. Research methods in rural education abroad place greater emphasis on empirical research, with research hotspots including rural vocational education and school ecological education.

These studies collectively point to the fact that improving the quality of physical education in rural primary schools is a systematic undertaking that requires a foundation in local realities, while also drawing on international best practices with an open mindset. Furthermore, it is essential to place significant emphasis on the leveraged role of evaluation systems in order to achieve the strategic objectives of promoting students' all-round development and supporting rural revitalisation.

3. Research on physical education teachers in rural primary schools

Existing research focuses on the multidimensional challenges and reform paths for the development of physical education in rural primary schools. The key issues in rural physical education reform are outlined from three dimensions: policy implementation, teacher development, and teaching innovation.

Wang Wei (2022) points out in the article ‘ A Study on the Practical Challenges and Countermeasures for Equipping Rural Primary Schools in Liuyang City with Adequate and Qualified Physical Education Teachers’ that it is necessary to change societal and school perceptions of physical education teachers and elevate their status; promote the rotation and exchange of physical education teachers between urban and rural areas to incentivise professional growth and address staffing issues; improve the structural composition of the physical education teacher workforce by comprehensively assessing eligibility criteria and expanding talent recruitment channels; improving the incentive mechanism for physical education teachers to stimulate their work enthusiasm, attracting some outstanding physical education teachers to join school administrative departments, perfecting the training mechanism for physical education teachers, encouraging them to pursue continuing

education to elevate their educational qualifications, and employing scientific evaluation methods to refine the evaluation system for physical education teachers while emphasising the transparency of evaluation schemes. Liu Yu (2021) pointed out in an article that teacher burnout not only has a negative impact on teaching effectiveness but also harms teachers' physical and mental health, particularly among rural teachers, where the situation is more severe. Investigating the current state of burnout among rural physical education teachers, analysing the impact of teacher job satisfaction, social support, and professional identity on burnout, and proposing targeted improvement strategies are urgent priorities for enhancing rural physical education teaching quality. Sun Zhen (2022) points out in his article that whether reforms promote socio-economic development and bring tangible benefits to the people should be used as the evaluation criteria for reform effectiveness. In recent years, the state has implemented a series of educational policies to promote the development of the rural teacher workforce. However, during the implementation of these policies, due to the actual challenges in rural areas, issues such as weak job appeal, insufficient recruitment numbers, and low overall quality have emerged in the development of the rural teacher workforce. These issues are particularly pronounced in the position of physical education teachers in rural primary schools. Zhang Shaokun (2024) notes that physical education teachers serve as both organisers and guides in physical education classrooms, playing a crucial role in guiding classroom activities and significantly influencing students' ability to learn physical education knowledge. At present, rural primary school physical education teachers in China face challenges in terms of professional competence, such as inadequate sports infrastructure, weak sports awareness, and insufficient innovative capabilities. Professional knowledge and professional skills are the two major shortcomings, which negatively impact the quality of physical education teaching and, in turn, hinder students' learning of physical education knowledge and the development of their physical education skills. With the development of society, China's education system is deepening educational reforms, and improvements are needed in teaching content, teaching methods, teaching techniques, and teaching innovation capabilities to enhance the professional competence of physical education teachers.

With the implementation of the national rural revitalisation strategy and the promotion of the concept of lifelong physical education, the role and importance of physical education in rural primary schools have become increasingly significant. Although the quality of physical education in rural schools has improved, there remains an imbalance in development between urban and rural schools. Compared to urban schools, rural primary schools face more challenges and difficulties in the development of physical education, with significant gaps in teaching outcomes compared to urban schools. Rural primary schools face challenges such as insufficient numbers of professional physical education teachers, weak teacher teams, imbalanced gender ratios, and low educational attainment levels. These challenges directly impact the quality of physical education teaching in rural primary schools. Additionally, professional sports facilities and equipment are generally lacking in rural primary schools, and insufficient funding for physical education teaching constrains the quality and efficiency of such instruction. In terms of teaching content and methods, rural primary schools lack innovation in physical education teaching, with monotonous content and traditional teaching methods. Physical training accounts for a high proportion of teaching content, and the methods of physical exercise are relatively monotonous for students, leading to low interest in physical education classes and an inability to effectively improve the quality of physical education teaching. The government and society are increasingly recognising the importance of physical education in rural primary schools. The state has also begun to allocate more teaching resources and preferential policies to rural education. Relevant departments have recognised the important role of primary school physical education in cultivating the physical fitness of rural students. Although rural primary school physical education has made some progress, it still faces numerous challenges and requires improvements and enhancements in areas such as teacher training, teaching resource investment, and teaching content and method innovation.

70:20:10 Model for Teacher Development

The 70:20:10 theory is a model of learning and development that presents a view of how people learn and progress. The model was developed by Morgan

McCall, Michael Lombardo, and Robert Eichinger in the late 1970s for the Center for Creative Leadership. Here is a detailed explanation of the theory:

70% of learning comes from work experience and hands-on learning. This means learning by doing, trying, and facing challenges in real work. This type of learning is the most important and effective because it provides practical application and feedback.

20% of learning comes from interaction and collaboration with others. This includes collaboration, exchange and sharing of experiences with colleagues, leaders and other professionals. By interacting with others, learners can gain different perspectives and experiences and broaden their knowledge and skills.

10% of learning comes from formal learning activities such as training courses, seminars and workshops. This type of learning is the most traditional and is usually provided by professional educators. Formal learning activities provide a systematic transfer of knowledge and skills, but they are a small part of the overall learning.（Sarah K. Lee, Robert J. Miller，2021）

The 70:20:10 model emphasizes the importance of practical work experience and practice, as well as the contribution of interaction and collaboration with others to learning. It reminds us not just to rely on traditional classroom learning, but to integrate learning into our daily work and to actively communicate and collaborate with others. This integrated approach to learning can contribute more effectively to the development of individuals and organizations.

The 70:20:10 model is not a specific theory of learning, but rather a theoretical framework for learning and development. It emphasizes the diversity and sources of learning and provides a reference guide for proportional distribution.

However, the theoretical basis of the 70: 20: 10 model can be linked to a number of learning theories and perspectives. Here is some learning theories related to the 70:20:10 model:

(1) Social cognitive theory: Social cognitive theory emphasizes the occurrence and promotion of learning in social contexts. According to social cognitive theory, learning is achieved through observation and participation in social interactions. Twenty percent of the learning sources in the 70: 20: 10 model is linked to social interactive learning in social cognitive theory.

(2) Experiential learning theory: Experiential learning theory holds that learning through practice and experience is the most effective way to learn. 70% of the learning sources in the 70:20:10 model is consistent with experiential learning in experiential learning theory.

(3) Adult learning Theory: Adult learning theory emphasizes autonomy and practice orientation in adult learning. 70% and 20% of the learning sources in the 70: 20: 10 model is consistent with problem-centered learning and self-directed learning in adult learning theory. It is important to note that the 70:20:10 model does not represent a single learning theory, but rather combines different learning theories and perspectives to provide a comprehensive learning framework. The purpose of this model is to remind people to comprehensively consider different learning sources and ways in learning and development, so as to promote effective learning and development.

Advantages and Disadvantages of the 70: 20: 10 Model Advantages of the 70:20:10 Model:

Comprehensive Learning: The 70: 20: 10 model emphasizes comprehensive learning that encompasses practical experience, interpersonal interaction, and formal learning. This holistic approach can more effectively foster individual development and learning.

Practical Application: The 70% experiential learning enables individuals to apply the knowledge and skills they have learned in real-world contexts, leading to a more effective grasp and application of new concepts and methods.

Flexibility: This model is flexible and can be customized according to individuals' needs and learning objectives. Different individuals can engage in practice, interaction, and formal learning in varying proportions.

Adaptability: The 70: 20: 10 model is applicable across different fields and industries, extending beyond education and development. It can be applied to leadership, skill training, professional development, and various other contexts.

Emphasis on Continuous Learning: The model encourages individuals to engage in continuous learning and growth in their daily work, extending beyond formal training to acquire knowledge.

Disadvantages of the 70:20:10 Model:

Proportion situations: Despite offering a guiding principle, the 70:20:10 model lacks strict scientific evidence to support the specific 70: 20: 10 ratio distribution. Moreover, the appropriate proportions may vary across different learning contexts.

Importance of Formal Learning: In certain fields and roles, theoretical knowledge and foundational concepts within formal learning (the 10% component) can be crucial. This is especially true in areas requiring specific domain expertise.

Not Universally Applicable: For some individuals, an excessive emphasis on experiential and interpersonal learning might not be as effective; they might benefit more from acquiring knowledge through formal learning.

Assessment Challenges: Compared to formal learning, assessing experiential and interpersonal learning can be more complex. Quantifying what kind of experience individuals gain from practical situations or what they learn from interactions with others might be difficult.

Overlooking Individual Differences: The model might overlook the differences between individuals; some people might perform better under specific learning methods.

In conclusion, while the 70: 20: 10 model provides a useful framework for comprehensive learning, its application should be adjusted based on specific circumstances to ensure optimal learning outcomes.

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CHAPTER III
RESEARCH METHODOLOGY

This chapter outlines the process of designing the occupational stress management program for physical education teachers in rural elementary school in Guangxi, which is the focus of this study. It serves as a guide for the researcher to utilize the right tools, obtain convincing data, and transform them into a complete research result. It also serves as a clue for the readers to know what effective methods the researcher used to conduct a comprehensive study. The study was conducted in three phases, each of which details the procedural steps and expected results. As shown in the figure 2.

According to the 3 research questions, researcher was conducted 3 phase to investigate the research answers. They were:

Phase1: To study the occupational stressors of physical education teachers in rural primary schools in Guangxi.

Phase 2: To explore the current situation, desired situation and priority need of occupational stressors of physical education teachers in rural primary schools in Guangxi.

Phase 3: To develop a program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Each phase details the process steps and expected results, as shown in Figure 2.

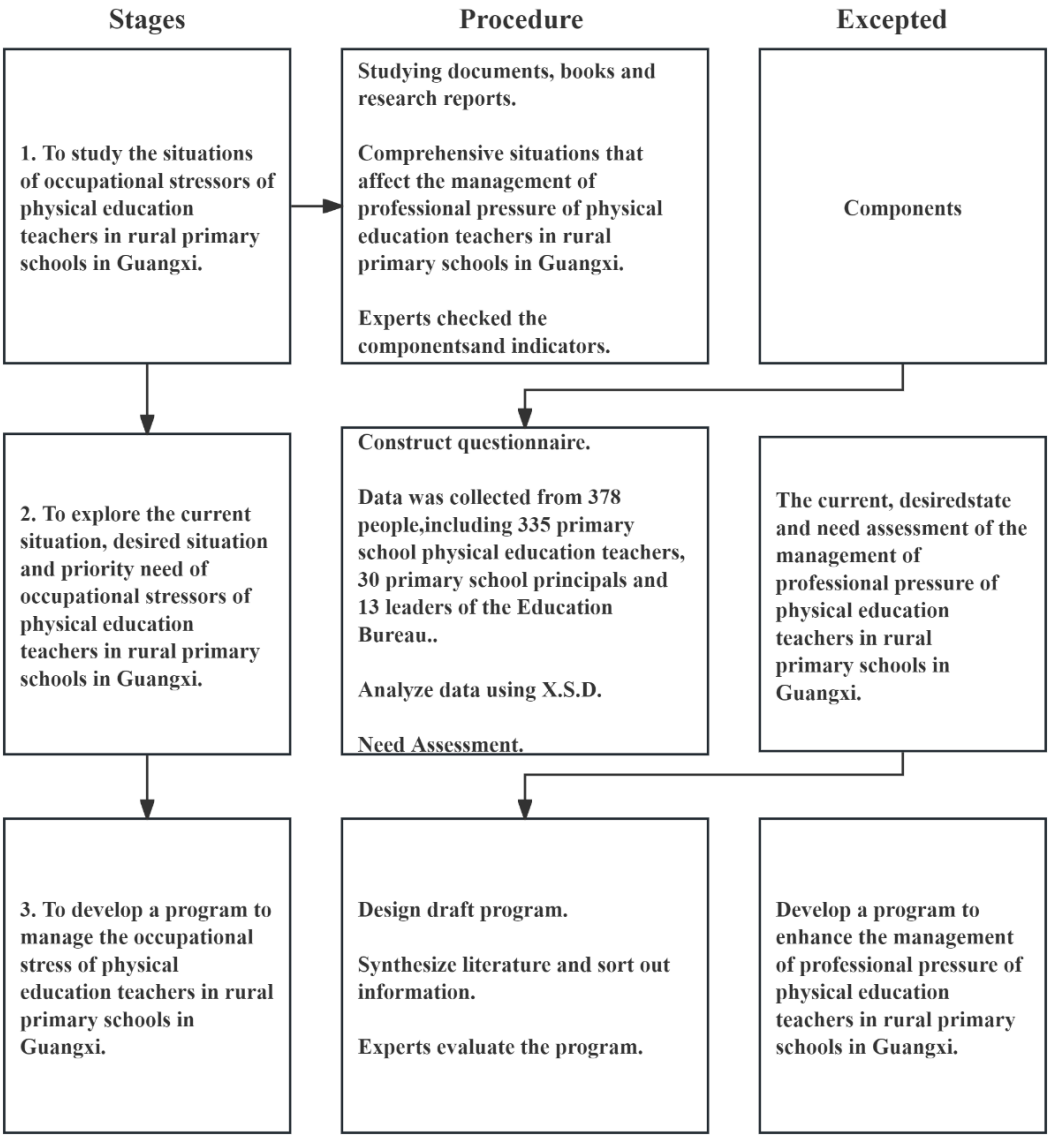


Figure 2 Flow Chart of Research Process

The details of each phase are as follows:

Phase 1 To study the occupational stressors of physical education teachers in rural primary schools in Guangxi.

The researcher studies documents, summarizes, analyzes and synthesizes components and indicators measured using qualitative data analysis techniques to obtain the components and indicators of the studied variables. The research methods are as follows:

Stage 1 Investigating the components and indicators of the studied variables

1. Data sources

Include books, textbooks, documents and research related to the studied variables that can be retrieved from libraries, the Internet, online databases.

2. Research Instrument

The research instruments were questionaire, interview forms, and assessment forms.

3. Data collection

The researcher searched for information from various sources and selected them. Categorize the content according to the variables studied. Systematically store data.

4. Data Manipulation and Analysis

1) The researcher proceeds as follows validate Completeness of the data according to the variables studied.

2) Data analysis of the documents, the researcher summarizes, analyzes and synthesizes using content analysis techniques and uses the analytical data to classify items into data analysis tables.

Stage 2 To assessment of the suitability of components and indicators by qualified (Focus Group) groups of informants, including 5 experts

1. Experts

The researcher has selected Specific (Purposive Sampling) of 5 people who have all the qualifications according to the expert criteria as follows:

(1) Educational Research specialists are educators who work as teachers in institutions of higher education or have a doctoral degree in the field of educational measurement and evaluation.

(2) Education Management and Development specialists are educators who hold a doctorate degree in education management or physical education and work as teachers in institutions of higher education.

(3) Education administration experts refer to administrative personnel of educational institutions with a doctor's degree in education administration, specializing in education or physical education administration.

(4) Education Psychology specialists are educators who hold a doctoral degree in educational psychology or a related field , and work as teachers, researchers, or practitioners in institutions of higher education, psychological assessment centers, or educational counseling services.

Experts in examining this research Instrument include:

1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal University for Nationalities.

2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nation Normal College.

3) Prof.Dr.Wang Jinghao, College of Physical Education, South China Normal University.

4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal University.

2. Research Instrument

In order to better assess the suitability and applicability of the components and indicators, the research tool was categorized into two parts.

Part 1 General information of the assesses consisting of 1) Name-Surname. 2) Administrative positions, 3) Academic positions, 4) Highest educational background and 5) Work place.

Part 2 Assessment of the suitability and applicability of occupational stressors of physical education teachers in rural primary schools in Guangxi.

Using the 5-level rating scale (Likert Scale). Score values are set to 5 levels as follows.

Level 5 means very suitability, Very high level.

Level 4 means suitability, high level.

Level 3 means suitability, medium level.

Level 2 means not very suitability, low level.

Level 1 means not suitability, very low level.

3. Data Collection

3.1 The researcher requested official documents to collect data from the Faculty of Education, Mahasarakham University.

3.2 Contact and coordinate with experts to schedule a date and time for data collection and collect data.

4. Data Manipulation and Analysis

Data organization, the researcher carried out the verification. Completeness of the assessment form, coded, scored, and recorded in the computer.

Evaluating the suitability of Management of occupational stress of physical education teachers in rural primary schools in Guangxi. Use statistics to analyze data, including mean and standard deviation, using Compare the average with the Midpoint criteria (Srisa-at, B. 2010) as follows:

4.51 - 5.00 means it is very suitability, highest level

3.51 - 4.50 means it is suitability, high level

2.51 - 3.50 mean it is suitability, medium level

1.51 - 2.50 means it is suitability, low level

1.00 - 1.50 means it is not suitability, lowest level

5. Data Manipulation and Analysis

Basic statistics include: Average (Mean), Standard Deviation (S.D).

Phase 2 To explore the current situation, desired situation and priority need of occupational stressors of occupational stress of physical education teachers in rural primary schools in Guangxi

Stage 1 Designing a questionnaire and interview outline for exploring the current condition, desired condition and priority needs index of the occupational stress of physical education teachers in rural primary schools in Guangxi

In this stage, the researcher designed and constructed the questionnaire and interview outline based on the components and indicators identified in the previous stage in order to explore the current condition, desired conditions and prioritized needs of the occupational stress of physical education teachers in rural primary schools in Guangxi. The methodology of the research survey is as follows:

1. Experts

The researcher has selected Specific of 5 people who have all the qualifications according to the expert criteria as follows:

(1) Educational Research specialists are educators who work as teachers in institutions of higher education or have a doctoral degree in the field of educational measurement and evaluation

(2) Education Management and Development specialists are educators who hold a doctorate degree in education management or physical education and work as teachers in institutions of higher education

(3) Education administration experts refer to administrative personnel of educational institutions with a doctor's degree in education administration, specializing in education or physical education administration Special.

(4) Education Psychology specialists are educators who hold a doctoral degree in educational psychology or a related field , and work as teachers, researchers,

or practitioners in institutions of higher education, psychological assessment centers, or educational counseling services.

Experts in examining this research Instrument include:

1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal University for Nationalities.

2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nation Normal College.

3) Prof.Dr.Wang Jinghao, College of Physical Education, South China Normal University.

4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal University.

2. Research Instruments

In order to validate and test the validity, content validity was established through the index of item-objective congruence (IOC) to improve the relevance of the questionnaire items to the relevant concepts and definitions of terms.

3. Data collection

Memo to the Faculty of Education Mahasarakham University Issue a letter asking for cooperation in answering the questionnaire asking for the assistance of collecting data from the specified sample group.

The researcher submitted the letter to rural primary schools and some education bureaus in Guangxi to get permission for doing research. After obtaining a letter of permission, researchers distributed questionnaires to participating schools. Finally, the researchers collected questionnaires over four weeks. The researchers were physical education teachers at colleges and universities. The researchers gave questionnaires to 378 people. Then it extracted 100 percent from the sample.

4. Data manipulation and analysis

(1) Organizing the data, the researcher conducts the following

1) Validation of the consistency rating scale expert indicators (IOC).

2) Code, score and record data integrity.

(2) Data analysis

The accuracy of the content validity of the questionnaire was valid when the standardized value of IOC was greater than or equal to 0.7. The questionnaire was then revised based on the experts' suggestions and recommendations and returned to the consultant for adjustments prior to the pilot. The IOC presented the following caveats:

+1 is a question that the experts agreed to answer

0 means that the element and indicator content is not appropriate

-1 means elements that the experts did not agree on

The researcher pre-tested the questionnaire to find discriminant and relicompetence values. Index of Conformity (IOC) = 0. 80-1. 00. Item classification competence was found by finding the simple correlation coefficient between the item score and the total score from Pearson's simple correlation coefficient. 0.690 or more, by observing the item -to-item total correlation, the researcher takes the question with a discrimination value and uses Cronbach's alpha coefficient method to find the confidence value of the entire version, with the standard being 0.921 and above.

Stage 2 Exploring the current condition, desired condition and priority needs index of the occupational stress of physical education teachers in rural primary schools in Guangxi

1. Population and Sample

In order to obtain the sample for this study, the researcher used random sampling technique to extract the study sample. The population was 6872, and the Yamane formula (1973) was used to obtain the sample.

Formula

$$n = \frac{N}{1 + Ne^2}$$

The meanings are

n = sample size

N = research population size

e = confidence level (95%)

Then the result of sample size is shown in the table 2.

Table 2 Population and Sample

Personnel	Total	Sample Size	Sample Method
Education Bureau leaders	177	13	Radom
primary school principals	533	30	Sampling
physical education teachers	6162	335	
Total	6872	378	Taro Yamane

The researchers selected Guangxi county education bureau leaders, rural primary school principals and rural primary school physical education teachers. Among them were 177 leaders of the education bureau, 533 principals of rural primary schools and 6162 physical education teachers of rural primary schools. There are a total of 6872 respondents, and according to the Yamane formula, the number of participants is 378.

2. Research Instrument

In order to understand the current situation and expectation of physical education teachers' occupational stress in rural primary schools in Guangxi, a questionnaire was designed.

Part 1 (Checklist)

The analysis of respondents' demographic was analyzed by descriptive statistics including frequency (f), percentage (%) including Gender, Age, qualification and experience.

Part 2 (Questionnaire)

The second part (questionnaire survey): Using a closed questionnaire survey to measure the existence and expectation situation of the vocational stress of rural

primary school physical education teachers in Guangxi. The occupational stress of physical education teachers in rural primary schools in Guangxi was evaluated by a five-point scale (from 5 points for "very high", 4 points for "high", 3 points for "average", 2 points for "poor" and 1 point for "very poor"). The mean and standard deviation (SD) were used to analyze the occupational stress of physical education teachers in rural primary schools in Guangxi under current and expected conditions.

To interpret mean score on the current and expected situation of occupational stress of physical education teachers in rural primary schools in Guangxi, the researchers adopted the average score proposed by Sri-Saad (2010) for interpretation. Mean Score were interpreted as follows:

4.51 - 5.00 refers to the level of the current situation and desired situation of the vocational stress of rural primary school physical education teachers in Guangxi is very high.

3.51 - 4.50 refers to the level of the current situation and desired situation of the vocational stress of rural primary school physical education teachers in Guangxi is high.

2.51 - 3.50 refers to the level of the current situation and desired situation of the vocational stress of rural primary school physical education teachers in Guangxi is medium.

1.51 - 2.50 refers to the level of the current situation and desired situation of the vocational stress of rural primary school physical education teachers in Guangxi is low.

1.00 - 1.50 refers to the level of the current situation and desired situation of the vocational stress of rural primary school physical education teachers in Guangxi is very low.

Part 3 (Interviews)

The researchers interviewed education bureau leaders, primary school principals in Guangxi townships and physical education teachers in Guangxi townships. The interviewees have certain typicality and representativeness. During the implementation of the specific interviews, different interviewees elaborated their own views and opinions on the relevant issues in the light of their personal work

practice. Face-to-face interviews were mainly used to carry out the specific research, and the interviews were conducted in a semi-structured form.

3. Data collection

(1) Invitation letter and approval letter

In order to make the data collection process smoother and more efficient, the Researcher applied to the Faculty of Education Mahasarakham University Issue a letter asking for cooperation in answering the questionnaire asking for the assistance of collecting data from the specified sample group.

After obtaining the approval, an invitation letter was sent to the education bureaus in Guangxi, requesting the cooperation of the relevant personnel in answering the questionnaire and assisting in the collection of data from the designated sample group. The researcher obtained an approval letter from the Guangxi Province Education Bureau.

(2) Questionnaire Distribution and Collection

The researchers went to primary and secondary schools and education bureaus in Guangxi townships to distribute the questionnaires and collected them within four weeks. Distribution and retrieval of questionnaires is done via the Internet. The investigators administered the questionnaires to 378 people. Then 100% of the data were extracted from the sample. The researchers verified the validity of the method by averaging the interpreted scores and entered the data into a computer program to obtain data output for analysis. The researcher completed the questionnaire collection, collation and analysis within 2 weeks.

(3) Interview

The researchers went to education bureau leaders, primary school principals in Guangxi townships and physical education teachers in Guangxi townships.The researchers completed the interviews within two weeks.

4. Data Manipulation and Analysis

(1) Data Manipulation and analysis

1) For data analysis, descriptive statistic which included Mean and standard Deviation (S.D) was used to analyze the data from the survey on questions.

2) As the measurement scales, the following Five-point Likert scales were used for the current situations of Vocational stress of physical education teachers in rural primary schools in Guangxi.

3) Take a completed questionnaire for grades.

4) Analyze necessary needs by priority Need of Index.

To interpret mean score on which the respondents ticked about the current situation and desired situation of Vocational stress of physical education teachers in rural primary schools in Guangxi. The researcher interpreted based on the mean score which was proposed by Srisa-ard, B. (2010).

(2) Statistics for data analysis

In this research the researchers used statistics to analyze data by computer. By using a statistical package, selecting and analyzing data that is consistent with the aims and using statistics as follows.

1) Average **(**Mean**)**

2) Standard Deviation

Phase 3 To design a program on occupational stress management for physical education teachers under rural primary schools in Guangxi

The researcher conducted the study by using qualitative research with the following research methods.

Stage1 The study method such as a best practice school or an in-depth interview, where the researcher proceeds with the following steps:

1. Experts

The researcher has selected Specific (Purposive Sampling) of 5 people who have all the qualifications according to the expert criteria as follows:

Educational Research specialists are educators who work as teachers in institutions of higher education or have a doctoral degree in the field of educational measurement and evaluation

Education Management and Development specialists are educators who hold a doctorate degree in education management or physical education and work as teachers in institutions of higher education

Education administration experts refer to administrative personnel of educational institutions with a doctor's degree in education administration, specializing in education or physical education administration.

Education Psychology specialists are educators who hold a doctoral degree in educational psychology or a related field , and work as teachers, researchers, or practitioners in institutions of higher education, psychological assessment centers, or educational counseling services.

Experts in examining this research Instrument include:

(1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal University for Nationalities.

(2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nation Normal College.

(3) Prof. Dr. Wang Jinghao, College of Physical Education, South China Normal University.

(4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

(5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal University.

2. Research Instrument

Through in-depth expert interviews, focusing on the opinions of five experts, the first draft of the program on occupational stress management for physical education teachers under rural primary schools in Guangxi was comprehensively formed.

3. Data Collection

Firstly the researcher recorded the official documents of the Faculty of Education. By obtaining the official documents from the Faculty of Education of Mahasarakham University, the assistance of experts was requested for data collection. Secondly, the researcher contacted the experts and coordinated the date and time for in-depth interviews. Data collection used tools such as USB sticks and notes to collect the interviews. Finally, the interviews were conducted on the stipulated date and time and the researcher collected the data through a period of two weeks.

Details of the interview programme are as follows.

(1) Basic information

Interview topic: Collection of experts' opinions on the design and evaluation of the program on occupational stress management for physical education teachers under rural primary schools in Guangxi.

Interview subjects: The researcher has selected Specific of 5 people who have all the qualifications according to the expert criteria as follows:

1) Educational Research specialists are educators who work as teachers in institutions of higher education or have a doctoral degree in the field of educational measurement and evaluation.

2) Education Management and Development specialists are educators who hold a doctorate degree in education management or physical education and work as teachers in institutions of higher education.

3) Education administration experts refer to administrative personnel of educational institutions with a doctor's degree in education administration, specializing in education or physical education administration.

4) Education Psychology specialists are educators who hold a doctoral degree in educational psychology or a related field , and work as teachers, researchers, or practitioners in institutions of higher education, psychological assessment centers, or educational counseling services.

Experts in assessing the suitability, accuracy and feasibility of the program as follows:

1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal University for Nationalities.

2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nation Normal College.

3) Prof. Dr. Wang Jinghao, College of Physical Education, South China Normal University.

4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal University.

Interview time: 10 October 2024.

Format of the interview: offline structured interviews, conducted individually by each expert, approximately 70-90 minutes in length.

Mode of transcription: audio recording and text transcription.

(2) Interview process

Stage	Content	Time allocation
Opening introduction	1. Acknowledgement and explanation of the purpose of the interview.	5 minutes.
	2. Briefly describe the background and stages of the study.	
Core issues	1.Assessment of the suitability of components and indicators	40-60 minutes
	2. Evaluation of research instruments - Evaluate the content validity (IOC) and structural soundness of the questionnaires and interview outlines. - Recommendations were made on the applicability and scoring criteria of the Likert scale.	
	3.Assessing research methods and consistency in qualitative research	
	4. Stress Management Programme Design - Evaluate the science of the core components of the programme. - Suggest improvements to the feasibility of the programme.	
Open discussion	1. Experts add key issues not covered in their own fields.	15 minutes.
	2. Explore the specific needs of physical education teachers in rural primary schools.	
End session	1. Summarise the expert's comments and confirm the accuracy of the record.	10 minutes.
	2. Indicate next steps such as programme revisions, timing of feedback submissions, etc.	

(3) Preparatory materials

Draft research tools: questionnaires, interview outlines, and assessment forms.

Programme design document: first draft of occupational stress management programme (with objectives, components, implementation process).

Expert background information: summary of research background, briefing note on results of previous phases.

(4) Follow-up

Feedback time: A collated summary of comments is sent to the expert within 7 days of the interview to confirm that nothing has been missed.

Programme revision: Adjust the programme according to the experts' suggestions and submit the revised version for final review within 2 weeks.

Acknowledgement letter: Formal acknowledgement letter.

4. Data Manipulation and Analysis

(1) Collect interview data. Organize information group content.

(2) Data were analyzed by qualitative data analysis techniques.

Stage 2 Formulate a program on occupational stress management for physical education teachers under rural primary schools in Guangxi

The researcher explains the method of enhancing the management of occupational stress of physical education teachers in rural primary schools in Guangxi, concepts, theories, and studying necessary needs. Study good practices and create a program on occupational stress management for physical education teachers under rural primary schools in Guangxi.

Stage 3 Assessment Results of the program on occupational stress management for physical education teachers under rural primary schools in Guangxi

1. Experts

The researcher has selected Specific of 5 people who have all the qualifications according to the expert criteria as follows:

Educational Research specialists are educators who work as teachers in institutions of higher education or have a doctoral degree in the field of educational measurement and evaluation.

Education Management and Development specialists are educators who hold a doctorate degree in education management or physical education and work as teachers in institutions of higher education.

Education administration experts refer to administrative personnel of educational institutions with a doctor's degree in education administration, specializing in education or physical education administration.

Education Psychology specialists are educators who hold a doctoral degree in educational psychology or a related field , and work as teachers, researchers, or practitioners in institutions of higher education, psychological assessment centers, or educational counseling services.

Experts in assessing the suitability, accuracy and feasibility of the program as follows:

Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal University for Nationalities.

Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nation Normal College.

Prof. Dr. Wang Jinghao, College of Physical Education, South China Normal University.

Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal University.

2. Research Instrument

An assessment form was designed and used, and five experts were asked to collect primary data. The focus of the assessment form was to assess the suitability and potential of the Program on Occupational Stress Management for Physical Education Teachers under Rural Primary Schools in Guangxi.

3. Data Collection

After the researcher obtained a letter from the College of Education agreeing to work with the expert, the researcher contacted the expert via a portable mobile device or e-mail. The researcher receives the data via email or meets directly with the expert to collect a complete paper. The researcher then receives a draft within a week.

4. Data Manipulation and Analysis

After the construction of the research instruments, to check the components of program. The descriptive statistic and a five - point rating scales questionnaires was used to rate the level of the program with the following of five - point rating scales from 5 = very high, 4 = high, 3 = medium, 2 = low, 1 = very low. Mean and Standard Deviation (S.D) was employed to analyze the level of components of program. The rating is:

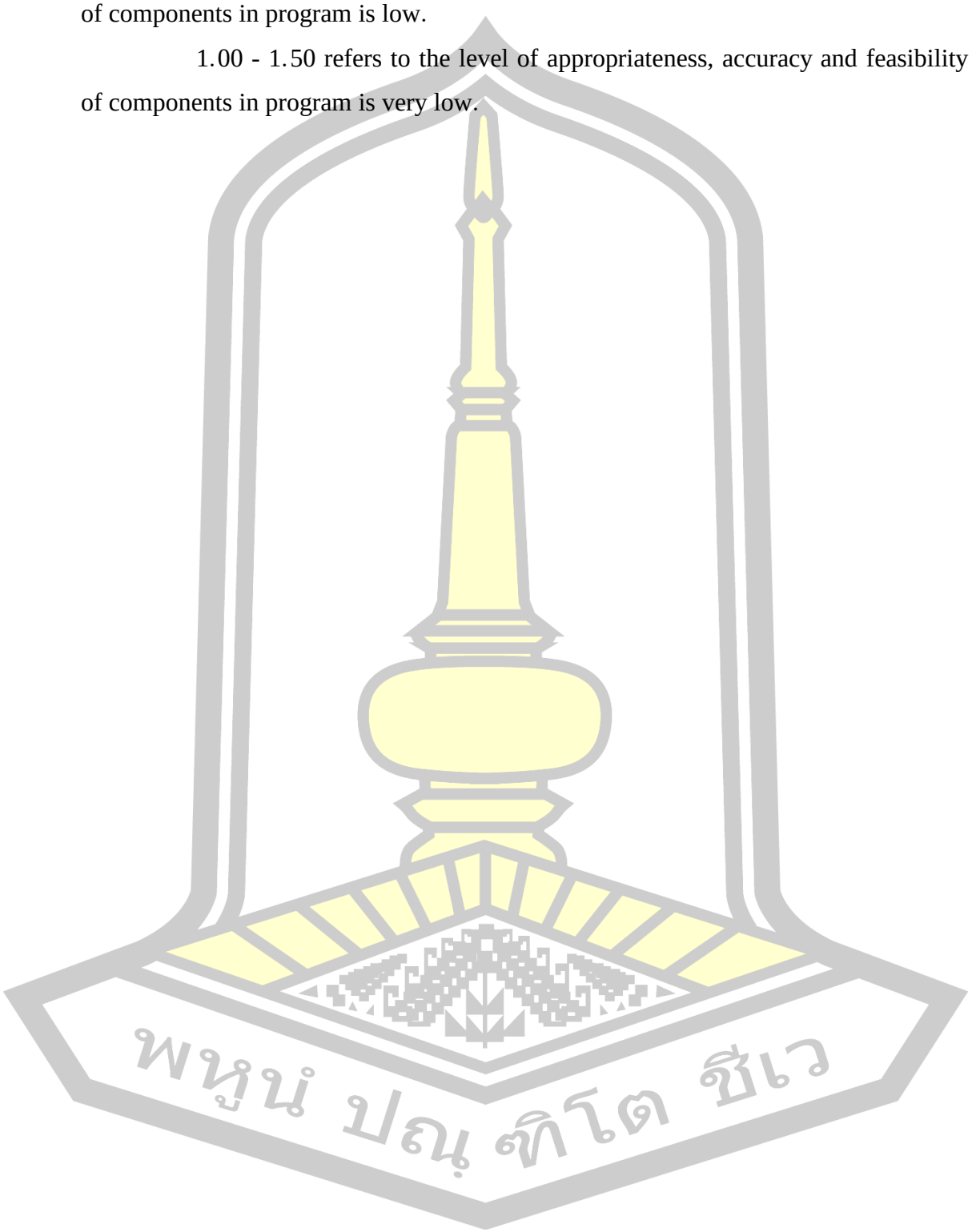
4.51 - 5.00 refers to the level of appropriateness, accuracy and feasibility of components in program is very high.

3.51 - 4.50 refers to the level of appropriateness, accuracy and feasibility of components in program is high.

2.51 - 3.50 refers to the level of appropriateness, accuracy and feasibility of components in program is medium.

1.51 - 2.50 refers to the level of appropriateness, accuracy and feasibility of components in program is low.

1.00 - 1.50 refers to the level of appropriateness, accuracy and feasibility of components in program is very low.



CHAPTER IV
RESULT OF DATA ANALYSIS

The result of occupational stress management of physical education teachers in rural primary schools in Guangxi, to develop a program, according to the gained data is from experts and survey questionnaire, the researcher explains the procedures of data analysis as following:

1. The symbol for data analysis representative
2. Phases of data analysis
3. Results of data analysis

The Symbol for data analysis representative

$\overline{X}$: Mean

S.D: Standard Deviation

Phases of data analysis

Data analysis is divided into three phases

Phase1: To study the situations of occupational stressors of physical education teachers in rural primary schools in Guangxi.

Phase 2: To explore the current situation, desired situation and priority need of occupational stressors of physical education teachers in rural primary schools in Guangxi.

Phase 3: To develop a program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Result of data analysis

Phase 1: To study the situation of occupational stressors of physical education teachers in rural primary schools in Guangxi.

Table 3 Mean, standard deviation and level of suitability of the situations of occupational stress of physical education teachers in rural primary schools in Guangxi

Situations of occupational stressors	$\bar{X}$	S.D.	Level of suitability
1.Student situation	4.62	0.67	Very High
2.Work situation	4.70	0.55	Very High
3.Parent situation	4.62	0.47	Very High
4.Interpersonal Relationship situation	4.58	0.74	Very High
5.Occupational Demand situation	4.60	0.53	Very High
Total	4.62	0.60	Very High

From table 3, It can be seen from the table that the situations of occupational stressors of physical education teachersin rural primary school in Guangxi is at the very highest level ($\bar{x} = 4.62$) . After considering each aspect, it was found that the suitability levels are arranged from high to low as follows: 1) Work Situaion ($\bar{x}$ =4.70); 2)Student Situaion ($\bar{x}$ =4.62); 3) Parent Situaion ($\bar{x}$ =4.62); 4)Occupational Demand Situaion ($\bar{x}$ =4.60); 5) Interpersonal Relationship Situaion ($\bar{x}$ =4.58).

Phase 2: To explore the current situation, desired situation and priority need of occupational stressors of physical education teachers in rural primary schools in Guangxi.as change from table 4 to table 9.

Table 4 The Frequency and Percentage of Respondent's Demographic

Status of Survey Respondents	n=378	
	Frequency	Percentage
1. Respondents		
1) Education Bureau leaders	13	3.44
2) School leaders	30	7.94
3) Physical education teachers	335	88.62
2.Gender		
1) Female	107	28.31
2) Male	271	71.69
3.Age Group		
1) Under 25 years old	58	15.34
2) 25 - 35 years old	112	29.63
3) 36 - 45 years old	135	35.71
4) 46 - 55 years old	55	14.55
5) Over 55 years old	18	4.76
4.Working Experiences		
1) Under 5 years old	62	16.4
2) 5 - 10 years old	120	31.75
3) 11 - 15 years old	127	33.6
4) Over 15 years old	69	18.25
5.Qualification		
1) Bachelor's Degree	294	77.78
2) Master's Degree	71	18.78
3) Doctor's Degree	13	3.44

According to Table 4, it is found that 88.62% of the respondents to the questionnaire are physical education teacher and 7.94% are school leader. Most of them were male, accounting for 71.69%. The age group is mainly between 36 and 45 years old, accounting for 35. 71% . Most respondents have 11 - 15 years of work experience, accounting for 33.6 percent. Most of the respondents had a bachelor's Degree, accounting for 77.78%.

Table 5 Mean, S.D., level of current situation, desired situation of occupational stressors of physical education teachers in rural primary schools in Guangxi.

Occupational stressors	Current (n=378)			Desired (n=378)		
	$\bar{x}$	S.D	Level	$\bar{x}$	S.D	Level
1. Student situation	4.09	1.10	High	1.98	0.71	Low
2. Work situations	4.29	1.01	High	2.12	0.62	Low
3. Parent situation	3.95	0.76	High	1.82	0.56	Low
4. Interpersonal Relationship situation	3.83	0.83	High	1.76	0.67	Low
5. Occupational Demand situation	3.91	0.87	High	1.94	0.69	Low
Total	4.01	0.94	High	1.92	0.66	Low

From the table 5 it was found that the level of all desired situation of occupational stressors of physical education teachers in rural primary schools in Guangxi was at high. level And the rank from high to low was as follows: 1) Work situations ($\bar{x}$ = 4.29); 2) Student situations ($\bar{x}$ = 4.09); 3) Parent situations ($\bar{x}$ = 3.95); 4) Occupational Demand situation ($\bar{x}$ = 3.91); 5) Interpersonal Relationship situations ($\bar{x}$ = 3.83).The current situation in all and each was Low ($\bar{x}$ = 1.92). Considering each aspect, it was found that the desired condition ranked from highest to lowest as follows: 1) Work situations ($\bar{x}$ = 2.12); 2) Student situations ($\bar{x}$ = 1.98); 3) Occupational Demand situation ($\bar{x}$ = 1.94); 4) Parental situations ($\bar{x}$ = 1.82); 5) Interpersonal Relationship situations($\bar{x}$ = 1.75).

Table 6 Mean, S.D., level of current situation, desired situation of student situation indicators

Student situation's indicators	Current（n=378）			Desired（n=378）		
	$\bar{x}$	S.D	Level	$\bar{x}$	S.D	Level
1. Students are not polite to PE teachers.	3.54	0.65	High	1.55	0.75	Very Low
2. Students do not obey the discipline of PE class.	4.60	0.48	Very High	1.85	0.67	Low
3. Difficulty in handling relationships with some classmates.	3.85	0.88	High	2.28	0.72	Very Low
4. Students lack motivation and interest in sports learning.	4.52	0.72	Very High	2.45	0.43	Low
5. Students disobey the teacher's instructions in PE class.	3.90	0.54	High	2.13	0.74	Low
6. Accidental injuries to students during PE classes.	4.86	0.52	Very High	1.87	0.55	Low
7. Students' discussion and criticism of PE teachers.	2.89	0.76	Medium	1.22	0.73	Very Low
8. Students have little common sense of sports, and they are slow to understand the movement in PE class.	3.84	0.82	High	1.86	0.77	Low
Total	3.95	0.76	High	1.82	0.56	Low

From the table 6, it can be seen that the existing conditions of student situations are generally at a high level ($\bar{x}$ =3.95).

Considering each item separately, the highest level of existence condition is students have an accident in PE class ($\bar{x}$ = 4.86), followed by the second important situation of students do not obeying discipline in PE classes ($\bar{x}$ =4.60), and the lowest is students' discussion and criticisms about PE teachers ($\bar{x}$ =2.89).

The Desired student situations are generally at a low level ($\bar{x}$ = 1.82). Taking each item into account, the highest demand condition level is students lack motivation and interest ($\bar{x}$ = 2.45), followed closely by difficulty in handling relationships with some classmates ($\bar{x}$ = 2.28) and accidental injuries to students during PE classes ($\bar{x}$ =1.87), and the lowest is students' discussion and criticisms of PE teachers ($\bar{x}$ =1.22)

Table 7 Mean, S.D., level of current situation, desired situation of work situation indicators

Work situation's indicators	**Current（n=378)**			**Desired（n=378）**		
	$\bar{x}$	**S.D**	**Level**	$\bar{x}$	**S.D**	**Level**
1. In addition to normal teaching, physical education teachers must also organize and undertake morning exercises, recess exercises, school sports meetings and even after-school sports training, competitions, etc., the workload is large.	4.72	0.75	Very High	2.14	0.50	Low
2. It is difficult for PE teachers to be recognized by leaders.	4.22	0.73	High	2.15	0.45	Low
3. There are too many formal and informal checks from superiors.	4.56	0.68	Very High	2.1	0.55	Low

Table 7 (Continued)

Work situation's indicators	Current（n=378）			Desired（n=378）		
	$\bar{x}$	S.D	Level	$\bar{x}$	S.D	Level
4. School leaders are not enough to support sports work.	4.61	0.85	Very High	2.21	0.7	Low
5. The school sports infrastructure is not perfect, can not carry out good physical education.	4.63	0.94	Very High	2.33	0.65	Low
6. Physical education teachers in the outdoor wind and sun for a long time.	4.02	1.06	High	2.05	0.58	Low
7. Physical education teachers have to teach their own untrained curriculum.	3.86	1.16	High	1.99	0.65	Low
8. More new ideas, but fewer opportunities to practice.	3.73	1.25	High	1.95	0.72	Low
Total	4.29	1.01	High	2.12	0.62	Low

From the table 7 it is found that the existence of work situations is generally at a high level ($\bar{x} = 4.29$). Considering each item, we found that the level of existing conditions ranks the highest. In addition to daily teaching, physical education teachers must also organize and undertake morning exercises, recess exercises, school sports games and even after-school sports training, competitions, etc. The workload is

relatively large ($\bar{x}$ = 4.72); followed by the school sports infrastructure is not perfect, can not carry out good physical education. ($\bar{x}$ =4.63). The lowest impact situation is more new ideas, but fewer opportunities to practice. ($\bar{x}$ = 3.73).

The Desired work situations are generally at a low level ($\bar{x}$ = 2. 12) . Considering each item, we found that the highest ranking of the level of conditions would expect is rural primary schools with inadequate physical infrastructure for good physical education ($\bar{x}$ =2.33), and the second highest ranking is for physical education teachers who have to teach in addition to their daily In addition, they must also organize and undertake morning exercises, recess exercises, school sports meets and even after-school sports training, competitions, etc. The workload is relatively large ($\bar{x}$ = 2. 21) . The lowest situation is that there are more new ideas but fewer opportunities to practice them ($\bar{x}$ =1.95).

Table 8 Mean, S.D., level of current situation, desired situation of parent situation indicators

F **Parent situation's indicators**	**Current (n=378**			**Desired (n=378)**		
	$\bar{x}$	**S.D**	**Level**	$\bar{x}$	**S.D**	**Level**
1. Parents only pay attention to the learning of children's cultural knowledge, not enough attention to children's sports learning.	3.55	0.71	High	2.32	0.48	Low
2. Parents do not understand the work of physical education teachers.	4.60	0.75	Very High	2.10	0.60	Low
3. The family in the behavior of individual students, do not support their work.	3.74	0.65	High	1.59	0.55	Low

Table 8 (Continued)

Parent situation's indicators	Current (n=378			Desired (n=378)		
	$\bar{x}$	S.D	Level	$\bar{x}$	S.D	Level
4. Parents work outside to cause teachers and poor communication, students difficult to manage	3.91	0.40	High	1.25	0.45	Very Low
Total	3.95	0.40	High	1.81	0.42	Low

rom the table8 it is found that the existence of occupational stress situations for physical education teachers in rural primary schools in Guangxi is generally at a highlevel ($\bar{x} = 3.95$). Looking at each item, it was found that the highest ranking of existing conditions is that parents do not understand the work of physical education teachers ($\bar{x} = 4.60$), followed by parents working outside to cause teachers and poor communication, students difficult to manage ($\bar{x}$ =3.91), and the lowest is parents only pay attention to the learning of children's cultural knowledge and not enough attention to children's soprts learning ($\bar{x}$ =3.55).

The desired parent situations are at the low level ($\bar{x} = 1.81$). Considering each item, we found that the highest ranked condition level for expectations was parents who only valued their children' s learning of cultural knowledge and did not pay enough attention to their children' s physical education ($\bar{x} = 2.32$), and the second ranked parent was parents who did not understand the work of physical education teachers ($\bar{x} = 2.10$), and the lowest is parents working outside to cause teachers and poor communication, students difficult to manage ($\bar{x}$ =1.25).

Table 9 Mean, S.D., level of current situation, desired situation of interpersonal relationship situation indicators

Interpersonal relationship situation's indicators	Current (n=378)			Desired (n=378)		
	$\bar{x}$	S.D	Level	$\bar{x}$	S.D	Level
1. Difficult leaders.	4.06	0.92	High	1.41	0.45	Very Low
2. Coworkers are tense and competitive.	3.93	0.85	High	1.82	0.63	Low
3. The family does not understand, do not support their work.	3.79	0.77	High	1.57	0.57	Low
4. His family relations are not very harmonious.	3.53	0.65	High	2.23	0.82	Low
Total	3.83	0.83	High	1.76	0.67	Low

From the table 9 it is found that the existence of situations affecting occupational stress among rural primary school physical education teachers in Guangxi is generally at a high level ($\bar{x}$ =3.83). Taking into account each item, it was found that the highest ranking of conditions was that the leader was difficult to get along with ($\bar{x}$ =4.06) followed by the tension between colleagues and competition ($\bar{x}$ = 3. 93) , and the lowest was that the relationship with one' s own family was not harmonious ($\bar{x}$ =3.53).

Desired Interpersonal Relationship situations are at a low level ($\bar{x}$ = 1. 76) . Taking into account each item, we found that the highest ranked condition level for expectations was having a less harmonious relationship with one's own family ($\bar{x}$ =2.23), the second was having tense and competitive relationships with colleagues ($\bar{x}$ = 1.82), and the lowest was being with the leader Difficult ($\bar{x}$ = 1.41).

Table 10 Mean, S.D., level of current situation, desired situation of occupational demand situation indicators

Occupational demand situation's indicators	Current (n=378)			Desired (n=378)		
	$\bar{x}$	SD	Level	$\bar{x}$	SD	Level
1. Physical education teachers have low social status.	4.06	0.9	High	2.02	0.55	Low
2. Knowledge changes with each passing day, some of their own can not keep up with the form.	3.92	0.85	High	2.18	0.6	Low
3. Physical education teachers pay disproportionate workload, there is a tendency to be less.	4.24	1.1	High	2.24	0.78	Low
4. Physical education teacher title evaluation requirements are higher, promotion difficulties.	4.39	0.9	High	2.35	0.72	Low
5. Physical education teachers lack a sense of achievement.	3.55	0.65	High	1.94	0.62	Low
6. There is no personal insurance for physical injury and illness of physical education teachers.	3.61	0.8	High	1.81	0.5	Low
7. There are few opportunities for further study and further education.	3.66	0.6	High	1.53	0.47	Low
8. Lack of talk and help objects when you encounter trouble.	3.88	0.65	High	1.45	0.63	Very Low
Total	3.91	0.87	High	1.94	0.69	Low

From the table 10 it is found that the existence of situations affecting the professional demand of physical education teachers in rural primary schools in Guangxi is generally at a high level ($\bar{X}=3.91$). Considering each item, it was found that there are conditions with the highest ranking, high requirements for physical education teacher professional title evaluation, and difficulty in promotion ($\bar{X}=4.39$), followed by physical education teacher remuneration that is not proportional to the workload and has a tendency to be less ($\bar{X}=4.24$) , the lowest is that physical education teachers lack a sense of achievement. ($\bar{X}=3.55$).

Desired Occupational Demand situations are at a Low level ($\bar{X}=1.94$) . Considering each item, we found that the highest ranking of expected conditions is that physical education teacher title evaluation requirements are higher, promotion difficulties. ($\bar{X}=2.35$), and the second is that physical education teachers' compensation is not proportional to the workload and tends to be less. ($\bar{X}=2.24$), and the lowest one is the lack of someone to talk to and help when you encounter troubles ($\bar{X}=1.45$).

Phase3: To develop a program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Stage1: The results of the analysis of interview data conducted by the researchers were summarized for the development of a program on occupational stress management for physical education teachers under rural primary schools in Guangxi.

From the research results, this study has identified key issues and basic needs around the importance ranking and current status of the expected conditions of occupational stress among physical education teachers in rural primary schools in Guangxi, ranking 1-5 from the components. These findings will be used to construct an interview-based framework for developing a program on occupational stress management for physical education teachers under rural primary schools in Guangxi. The development of the program will be based on interviews with 5 experts who exemplify best practices in their respective roles.

The results of the analysis of interview data conducted by the researchers were summarized for the development of a program on occupational stress management for physical education teachers under rural primary schools in Guangxi.

The current data analysis involves conducting content analysis on interview information obtained from interviewees. The researcher has selected Specific (Purposive Sampling) of 5 people who have all the qualifications according to the expert criteria as follows:

(1) Educational Research specialists are educators who work as teachers in institutions of higher education or have a doctoral degree in the field of educational measurement and evaluation

(2) Education Management and Development specialists are educators who hold a doctorate degree in education management or physical education and work as teachers in institutions of higher education

(3) Education administration experts refer to administrative personnel of educational institutions with a doctor's degree in education administration, specializing in education or physical education administration.

(4) Education Psychology specialists are educators who hold a doctoral degree in educational psychology or a related field , and work as teachers, researchers, or practitioners in institutions of higher education, psychological assessment centers, or educational counseling services.

Experts in examining this research Instrument include:

1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal University for Nationalities.

2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nation Normal College.

3) Prof.Dr.Wang Jinghao, College of Physical Education, South China Normal University.

4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal University.

1. Student Situation

The researchers interviewed 5 experts and summarized the occupational stress among primary school physical education teachers in rural Guangxi of student situation as follows:

Expert 1:

"…In rural primary schools in Guangxi, the issue of students not being polite to physical education (PE) teachers is quite common. This can significantly affect the teachers' morale and motivation. Teachers often feel disrespected and undervalued, which adds to their occupational stress. Additionally, when students do not obey the discipline of PE class, it disrupts the entire teaching process. Teachers have to spend extra time and energy managing the classroom, which takes away from the actual teaching and learning of physical activities. Moreover, some students are particularly difficult to handle, and this can be emotionally exhausting for teachers. It requires a lot of patience and skill to manage such students effectively, and not all teachers may have the necessary training for this. This adds another layer of stress to their job..."

(Interviewer 1: Meng Jun, July 13, 2024: interview)

Expert 2:

"…One of the key challenges that PE teachers face in rural primary schools in Guangxi is the lack of motivation and interest among students in sports learning. This is a major concern because the primary goal of PE is to instill a love for physical activity and sports in students. When students are not interested, it becomes very difficult for teachers to engage them and achieve the desired learning outcomes. In addition, when students disobey the teacher's instructions during PE class, it not only hampers the learning process but also poses safety risks. Accidents can happen if students do not follow proper procedures and instructions. This constant worry about student safety adds to the teachers' stress levels. Furthermore, students' discussion and criticism of PE teachers can be demoralizing. Teachers may feel discouraged and question their teaching abilities, which can further impact their job performance and satisfaction..."

(Interviewee 2: Huang Jianyi, July 15, 2024: interview)

Expert 3:

"…In my experience, the student situation is a significant contributor to the occupational stress of PE teachers in rural primary schools in Guangxi. For instance, students' lack of common sense of sports and their slow understanding of movements in PE class can be quite frustrating for teachers. It means that teachers have to spend more time explaining and demonstrating, and sometimes they may feel that their efforts are not yielding the desired results. This can be particularly challenging when dealing with large classes and limited time. Moreover, when students have accidents in PE class, it can lead to a lot of paperwork and potential conflicts with parents. Teachers may feel responsible and stressed about the outcome, even if the accident was not their fault. This adds an extra layer of stress to their already demanding job..."

(Interviewee 3: Han Fangting, July 18, 2024: interview)

Expert 4:

"…The student situation is a multifaceted issue that affects the occupational stress of PE teachers in rural primary schools in Guangxi. On one hand, students' lack of interest and motivation in sports learning can make it difficult for teachers to engage them and achieve the learning objectives. This can lead to a sense of frustration and failure among teachers. On the other hand, when students do not obey the discipline of PE class, it disrupts the entire teaching process and requires additional effort from teachers to manage the class. This can be physically and mentally exhausting, especially when dealing with large classes. Additionally, students' discussion and criticism of PE teachers can be demoralizing and affect their confidence. Teachers may feel that their hard work is not being appreciated, which can further add to their stress levels..."

(Interviewee 4: Wang Jinghao, July 20, 2024: interview)

Expert 5:

"…In rural primary schools in Guangxi, the student situation plays a crucial role in the occupational stress of PE teachers. For example, when students are not polite to PE teachers or disobey their instructions, it creates a negative classroom environment. Teachers may feel disrespected and undervalued, which can affect their job satisfaction and motivation. Moreover, dealing with difficult students can be a major challenge, requiring a lot of patience and skill. Teachers may feel overwhelmed

and stressed when they have to manage such students effectively. Additionally, students' lack of motivation and interest in sports learning can make it difficult for teachers to engage them and achieve the desired learning outcomes. This can lead to a sense of frustration and failure among teachers, further adding to their occupational stress..."

(Interviewee 5: Li Zhiqing, July 21, 2024: interview)

Table 11 Analysis results of managing the student situation of occupational stress of physical education teachers in rural primary schools in Guangxi.

Current Situation Desired Situation		**Research Result (Best Practice)**	**Managing Method**		**Draft Program**
			Current Situation Desired Situation	**(Best Practice)**	
Indicator 1: Students are not polite to PE teachers	Use disrespectful language towards PE teachers	Use disrespectful language towards PE teachers	1. Self-Directed Learning 2. Practical Work Experience 3. Teaching Tasks 4. Case Study Learning 5. Collaborative Activities	1. Self-Directed Learning 2. Practical Work Experience 3. Teaching Tasks 4. Case Study Learning	Step 1: Preparation phase Step 2: Intensive Program Implementation Step 3: Monitoring and Reflection
	Ignore the greetings from PE teachers	Ignore the greetings from PE teachers			
	Make fun of PE teachers in class or after class	Make fun of PE teachers in class or after class			
Indicator 2: Students do not obey the discipline of PE class	Talk loudly and disrupt the class during teaching	Talk loudly and disrupt the class during teaching			
	Run around randomly instead of following the class formation	Run around randomly instead of following the class formation			
	Refuse to participate in group activities as Desired	Refuse to participate in group activities as Desired			

Table 11 (Continued)

Current Situation / Desired Situation		Research Result (Best Practice)	Managing Method: Current Situation / Desired Situation	Managing Method: (Best Practice)	Draft Program
Indicator 3: It is difficult to deal with some students	Act aggressively towards classmates or teachers during class	Act aggressively towards classmates or teachers during class			
	Completely ignore the teacher's instructions and do their own things	Completely ignore the teacher's instructions and do their own things			
	Constantly challenge the teacher's authority and rules	Constantly challenge the teacher's authority and rules			
Indicator 4: Students lack motivation and interest in sports learning	Show reluctance to participate in any sports activities	Show reluctance to participate in any sports activities			
	Put minimal effort into sports tasks assigned by the teacher	Put minimal effort into sports tasks assigned by the teacher			
	Frequently ask to sit out or skip sports classes	Frequently ask to sit out or skip sports classes			

Table 11 (Continued)

Current Situation / Desired Situation		Research Result (Best Practice)	Managing Method: Current Situation / Desired Situation	Managing Method: (Best Practice)	Draft Program
Indicator 5: Students disobey the teacher's instructions in PE class	Modify the rules of sports games at will	Modify the rules of sports games at will			
	Start activities before the teacher gives the signal	Start activities before the teacher gives the signal			
	Refuse to perform the sports movements demonstrated by the teacher	Refuse to perform the sports movements demonstrated by the teacher			
Indicator 6: Students have an accident in PE class	Get injured due to not following the correct sports procedures	Get injured due to not following the correct sports procedures			
	Suffer from unexpected falls or collisions during sports activities	Suffer from unexpected falls or collisions during sports activities			
	Overexert themselves and get injured because of ignoring the teacher's advice	Overexert themselves and get injured because of ignoring the teacher's advice			

Table 11 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Managing Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 7: Students' discussion and criticism of PE teachers	Spread negative rumors about PE teachers among classmates	Spread negative rumors about PE teachers among classmates			
	Publicly complain about the teaching methods of PE teachers	Publicly complain about the teaching methods of PE teachers			
	Rate the teacher poorly without valid reasons	Rate the teacher poorly without valid reasons			
Indicator 8: Students have little common sense of sports, and they are slow to understand the movement in PE class.	Ask basic and repeated questions about sports rules	Ask basic and repeated questions about sports rules			
	Have difficulty imitating the sports movements demonstrated by the teacher	Have difficulty imitating the sports movements demonstrated by the teacher			
	Take a long time to master simple sports skills	Take a long time to master simple sports skills			

From the analysis results of table 11, managing the occupational stress of physical education teachers in rural primary schools in Guangxi., the following points can be found in terms of student situation: 3.1) Students are not polite to PE teachers. 2) Students do not obey the discipline of PE class. 3) It is difficult to deal with some students. 4) Students lack motivation and interest in sports learning. 5) Students disobey the teacher's instructions in

PE class. 6) Students have an accident in PE class. 7) Students' discussion and criticism of PE teachers. 8) Students have little common sense of sports, and they are slow to understand the movement in PE class. Based on these findings, the managing method of student situation of the occupational stress of physical education teachers in rural primary schools in Guangxi should include the following aspects: 1) Self-Directed Learning. 2) Practical Work Experience 3) Teaching Tasks 4) Case Study Learning. 5) Collaborative Activities.

2. Work Situation

The researchers interviewed 5 experts and summarized the occupational stress among primary school physical education teachers in rural Guangxi of work situation as follows:

Expert 1:

"…One of the major challenges for PE teachers in rural primary schools in Guangxi is the heavy workload. In addition to normal teaching, they are also desired to organize and undertake morning exercises, recess activities, school sports meetings, and even after-school sports training and competitions. This significantly increases their workload and leaves them with little time for rest or professional development. Moreover, the lack of recognition from school leaders adds to their stress. PE teachers often feel undervalued, which can demotivate them and affect their job satisfaction. Additionally, the frequent formal and informal checks from superiors can be overwhelming and create a sense of constant scrutiny, further adding to their stress levels..."

(Interviewer 1: Meng Jun, July 13, 2024: interview)

Expert 2:

"…The work situation is a significant contributor to the occupational stress of PE teachers in rural primary schools in Guangxi. For example, the lack of support from school leaders for sports work is a major issue. PE teachers often feel that their efforts are not adequately recognized or supported, which can be demoralizing. Moreover, the inadequate school sports infrastructure is a major hindrance to effective physical education. Without proper facilities, it is difficult for teachers to conduct their classes effectively, and this can lead to frustration and stress. Additionally, PE teachers have to work outdoors in all weather conditions, which can be physically exhausting and add to their occupational stress..."

(Interviewee 2: Huang Jianyi, July 15, 2024: interview)

Expert 3:

"…In rural primary schools in Guangxi, PE teachers face significant occupational stress due to various work situations. One of the key issues is the heavy workload. Besides regular teaching, they are also responsible for organizing numerous extracurricular activities, which leaves them with very little time for personal or professional development. Moreover, the lack of recognition from school leaders and the frequent checks from superiors can be quite demoralizing. Teachers often feel that their hard work is not appreciated, which can affect their motivation and job satisfaction. Additionally, the inadequate sports infrastructure in schools makes it difficult for them to conduct effective physical education classes, further adding to their stress..."

(Interviewee 3: Han Fangting, July 18, 2024: interview)

Expert 4:

" . . . The work situation is a major contributor to the occupational stress of PE teachers in rural primary schools in Guangxi. For instance, the heavy workload, including organizing morning exercises, recess activities, and school sports meetings, can be overwhelming. Moreover, the lack of recognition from school leaders and the frequent checks from superiors can be quite demoralizing. Teachers often feel that their efforts are not adequately valued, which can affect their job satisfaction and motivation. Additionally, the inadequate sports infrastructure in schools makes it difficult for them to conduct effective physical education classes. This lack of proper facilities can lead to frustration and stress, as they struggle to meet the educational needs of their students..."

(Interviewee 4: Wang Jinghao, July 20, 2024: interview)

Expert 5:

"…The work situation plays a crucial role in the occupational stress of PE teachers in rural primary schools in Guangxi. For example, the heavy workload, including organizing and undertaking various extracurricular activities, significantly increases their stress levels. Moreover, the lack of recognition from school leaders and the frequent checks from superiors can be quite demoralizing. Teachers often feel that their efforts are not adequately valued, which can affect their motivation and job satisfaction. Additionally, the inadequate sports infrastructure in schools makes it difficult for them to conduct effective physical education classes. This lack of proper facilities can lead to frustration and stress, as they struggle to meet the educational needs of their students. Furthermore, the need to teach

curricula they are not fully trained in and the limited opportunities to practice new ideas also add to their occupational stress..."

(Interviewee 5: Li Zhiqing, July 21, 2024: interview)

Table 12 Analysis results of managing the work situation of occupational stress of physical education teachers in rural primary schools in Guangxi.

Current Situation Desired Situation		**Research Result (Best Practice)**	**Management Method**		**Draft Program**
			Current Situation Desired Situation	**(Best Practice)**	
Indicator 1：In addition to normal teaching, physical education teachers must also organize and undertake morning exercises, recess exercises, school sports meetings and even after-school sports training, competitions, etc., the workload is large.	Spend extra hours planning and preparing for these activities	Spend extra hours planning and preparing for these activities	1. Self-Directed Learning 2. Practical Work Experience 3. Teaching Tasks 4. Case Study Learning 5. Collaborative Activities	1. Self-Directed Learning 2. Practical Work Experience 3. Teaching Tasks 4. Case Study Learning 5. Collaborative Activities	Step 1: Preparation phase Step 2: Intensive Program Implementation Step 3: Monitoring and Reflection
	Manage multiple tasks simultaneously during these activities	Manage multiple tasks simultaneously during these activities			
	Lack of assistance when organizing large - scale events like sports meetings	Lack of assistance when organizing large - scale events like sports meetings			

Table 12 (Continued)

Current Situation / Desired Situation		Research Result (Best Practice)	Management Method: Current Situation / Desired Situation	Management Method: (Best Practice)	Draft Program
Leaders do not consider their suggestions for sports - related matters	Leaders do not consider their suggestions for sports - related matters	Leaders do not consider their suggestions for sports - related matters			
	Leaders do not consider their suggestions for sports - related matters	Leaders do not consider their suggestions for sports - related matters			
	Leaders do not consider their suggestions for sports - related matters	Leaders do not consider their suggestions for sports - related matters			

Table 12 (Continued)

Current Situation / Desired Situation		Research Result (Best Practice)	Management Method: Current Situation / Desired Situation	Management Method: (Best Practice)	Draft Program
Indicator 3 : There are too many formal and informal checks from superiors.	Have to constantly prepare documents and reports for these checks	Have to constantly prepare documents and reports for these checks			
	Live under the stress of being judged during every class inspection	Live under the stress of being judged during every class inspection			
	Receive criticism easily when not meeting the standards during checks	Receive criticism easily when not meeting the standards during checks			

Table 12 (Continued)

Current Situation / Desired Situation		Research Result (Best Practice)	Management Method: Current Situation / Desired Situation	Management Method: (Best Practice)	Draft Program
Indicator 4 : School leaders are not enough to support sports work.	Refuse to allocate sufficient funds for sports equipment purchase	Refuse to allocate sufficient funds for sports equipment purchase			
	Not provide enough resources for organizing sports events	Not provide enough resources for organizing sports events			
	Ignore the requests for professional development opportunities in sports education	Ignore the requests for professional development opportunities in sports education			

Table 12 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 5: The school sports infrastructure is not perfect, can not carry out good physical education.	Lack of basic sports facilities like standard running tracks	Lack of basic sports facilities like standard running tracks			
	Sports equipment is old, damaged, and not replaced in time	Sports equipment is old, damaged, and not replaced in time			
	Inadequate space for conducting various sports activities	Inadequate space for conducting various sports activities			

Table 12 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 6: Physical education teachers in the outdoor wind and sun for a long time.	Suffer from physical discomfort such as sunburn and heatstroke	Suffer from physical discomfort such as sunburn and heatstroke			
	Affected by extreme weather conditions like strong winds and heavy rain	Affected by extreme weather conditions like strong winds and heavy rain			
	Accelerate physical fatigue due to long - term exposure to the elements	Accelerate physical fatigue due to long - term exposure to the elements			

Table 12 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 7 : Physical education teachers have to teach their own untrained curriculum.	Spend extra time self - studying to master the teaching content	Spend extra time self - studying to master the teaching content			
	Lack of confidence in teaching due to insufficient professional knowledge	Lack of confidence in teaching due to insufficient professional knowledge			
	Worry about not being able to meet the teaching requirements effectively	Worry about not being able to meet the teaching requirements effectively			

Table 12 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 7 : Physical education teachers have to teach their own untrained curriculum.	Spend extra time self - studying to master the teaching content	Spend extra time self - studying to master the teaching content			
	Lack of confidence in teaching due to insufficient professional knowledge	Lack of confidence in teaching due to insufficient professional knowledge			
	Worry about not being able to meet the teaching requirements effectively	Worry about not being able to meet the teaching requirements effectively			

From the analysis results of table 12, managing the occupational stress of physical education teachers in rural primary schools in Guangxi., the following points can be found in terms of work situation: 1) In addition to normal teaching, physical education teachers must also organize and undertake morning exercises, recess exercises, school sports meetings and even after-school sports training, competitions, etc., the workload is large. 2) It is difficult for PE teachers to be recognized by leaders. 3) There are too many formal and informal checks from superiors. 4) School leaders are not enough to support sports work. 5) The school sports infrastructure is not perfect, can not carry out good physical education. 6) Physical education teachers in the outdoor wind and sun for a long time. 7) Physical education teachers have to teach their own untrained curriculum. 8) More new ideas, but fewer opportunities to practice.

Based on these findings, the management method of work situation of the occupational stress of physical education teachers in rural primary schools in Guangxi should include the following aspects: 1) Self-Directed Learning. 2) Practical Work Experience. 3) Teaching Tasks. 4) Case Study Learning 5) Collaborative Activities.

3. Parent Situations

The researchers interviewed 5 experts and summarized the occupational stress among primary school physical education teachers in rural Guangxi of parent situation as follows:

Expert 1:

" …One of the significant challenges faced by PE teachers in rural primary schools in Guangxi is the lack of parental support. Many parents focus solely on their children's academic performance and pay little attention to sports learning. This can create a disconnect between the goals of the PE teachers and the expectations of the parents. Additionally, some parents do not understand the work of PE teachers and the importance of physical education for their children's overall development. This lack of understanding can lead to conflicts and misunderstandings, further adding to the teachers' stress. Moreover, when parents work outside the village, it limits their communication with teachers and makes it difficult for teachers to manage their students effectively..."

(Interviewer 1: Meng Jun, July 13, 2024: interview)

Expert 2:

"...The parent situation is a crucial contributor to the occupational stress of PE teachers in rural primary schools in Guangxi. For example, many parents prioritize their children's academic learning over sports activities. They may not see the value in physical education and may even discourage their children from participating actively in PE classes. This can create a challenging environment for PE teachers, who struggle to engage students and achieve their educational goals. Additionally, some parents do not understand the role of PE teachers and the importance of their work. This lack of understanding can lead to a lack of support and cooperation, making it difficult for teachers to manage their classes effectively. Moreover, when parents work outside the village, it limits their communication with teachers and makes it difficult for teachers to address any issues related to their students..."

(Interviewee 2: Huang Jianyi, July 15, 2024: interview)

Expert 3:

"…In rural primary schools in Guangxi, the parent situation is a significant source of occupational stress for PE teachers. Many parents are more concerned about their children's academic performance and do not place enough importance on physical education. This can create a challenging environment for PE teachers, who may feel that their efforts are not valued. Additionally, some parents do not understand the work of PE teachers and the importance of physical activities for their children's overall development. This lack of understanding can lead to a lack of support and cooperation, making it difficult for teachers to manage their classes effectively. Moreover, when parents work outside the village, it limits their communication with teachers and makes it difficult for teachers to address any issues related to their students..."

(Interviewee 3: Han Fangting, July 18, 2024: interview)

Expert 4:

"…The parent situation is a major contributor to the occupational stress of PE teachers in rural primary schools in Guangxi. For example, many parents focus only on their children's academic learning and do not pay enough attention to physical

education. This can create a challenging environment for PE teachers, who may feel that their efforts are not valued. Additionally, some parents do not understand the work of PE teachers and the importance of physical activities for their children's overall development. This lack of understanding can lead to a lack of support and cooperation, making it difficult for teachers to manage their classes effectively. Moreover, when parents work outside the village, it limits their communication with teachers and makes it difficult for teachers to address any issues related to their students..."

(Interviewee 4: Wang Jinghao, July 20, 2024: interview)

Expert 5:

"...The parent situation plays a significant role in the occupational stress of PE teachers in rural primary schools in Guangxi. Many parents prioritize their children's academic performance over physical education, which can create a challenging environment for PE teachers. Additionally, some parents do not understand the work of PE teachers and the importance of physical activities for their children's overall development. This lack of understanding can lead to a lack of support and cooperation, making it difficult for teachers to manage their classes effectively. Moreover, when parents work outside the village, it limits their communication with teachers and makes it difficult for teachers to address any issues related to their students. This lack of parental involvement can further add to the teachers' stress levels..."

(Interviewee 5: Li Zhiqing, July 21, 2024: interview)

Table 13 Analysis results of managing the parent situation of occupational stress of physical education teachers in rural primary schools in Guangxi.

Current Situation Desired Situation		**Research Result (Best Practice)**	**Management Method**		**Draft Program**
			Current Situation Desired Situation	**(Best Practice)**	
Indicator 1: parents only pay attention to the learning of children's cultural knowledge, not enough attention to children's sports learning.	Forbid children from participating in sports clubs or after-school sports activities	Forbid children from participating in sports clubs or after-school sports activities	6. Self-Directed Learning 7. Practical Work Experience 8. Teaching Tasks 9. Case Study Learning 10. Collaborative Activities	1. Self-Directed Learning 2. Practical Work Experience 3. Teaching Tasks 4. Case Study Learning 5. Collaborative Activities	Step 1: Preparation phase Step 2: Intensive Program Implementation Step 3: Monitoring and Reflection
	Do not encourage children to practice sports skills at home	Do not encourage children to practice sports skills at home			
	Criticize children for spending time on sports instead of studying cultural knowledge	Criticize children for spending time on sports instead of studying cultural knowledge			

Table 13 (Continued)

Current Situation / Desired Situation		Research Result (Best Practice)	Management Method: Current Situation / Desired Situation	Management Method: (Best Practice)	Draft Program
	Think that PE teachers just let students play around and have no real teaching content	Think that PE teachers just let students play around and have no real teaching content			
Indicator 2 : parents do not understand the work of physical education teachers.	Blame PE teachers for students' poor physical fitness without considering other situations	Blame PE teachers for students' poor physical fitness without considering other situations			
	Refuse to attend parent - teacher meetings related to physical education	Refuse to attend parent - teacher meetings related to physical education			

Table 13 (Continued)

Current Situation / Desired Situation		Research Result (Best Practice)	Management Method: Current Situation / Desired Situation	Management Method: (Best Practice)	Draft Program
	Defend their children when they violate PE class discipline	Defend their children when they violate PE class discipline			
Indicator 3 : the family in the behavior of individual students, do not support their work.	Do not cooperate with teachers' requests for students' sports - related homework	Do not cooperate with teachers' requests for students' sports - related homework			
	Discourage students from following the teacher's sports training plan	Discourage students from following the teacher's sports training plan			

Table 13 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 4: parents work outside to cause teachers and poor communication, students difficult to manage	Do not answer teachers' phone calls or messages in time	Do not answer teachers' phone calls or messages in time			
	Miss important parent - teacher conferences due to being away	Miss important parent - teacher conferences due to being away			
	Can't provide timely feedback on students' home - life situations related to sports	Can't provide timely feedback on students' home - life situations related to sports			

From the analysis results of table 13, managing the occupational stress of physical education teachers in rural primary schools in Guangxi., the following points can be found in terms of parent situation: 2. 1) parents only pay attention to the learning of children's cultural knowledge, not enough attention to children's sports learning. 2) Parents do not understand the work of physical education teachers. 3) The

family in the behavior of individual students, do not support their work. 4) Parents work outside to cause teachers and poor communication, students difficult to manage

Based on these findings, the management method of parent situation of the occupational stress of physical education teachers in rural primary schools in Guangxi should include the following aspects: 1) Self-Directed Learning. 2) Practical Work Experience. 3) Teaching Tasks. 4) Case Study Learning. 5) Collaborative Activities

4. Interpersonal Relationship Situations

The researchers interviewed 5 experts and summarized the occupational stress among primary school physical education teachers in rural Guangxi of interpersonal relationship situation as follows:

Expert 1:

"...One of the significant sources of occupational stress for PE teachers in rural primary schools in Guangxi is the challenging interpersonal relationships they face. For example, dealing with difficult leaders who may not fully understand or appreciate the importance of physical education can be very stressful. Additionally, the work environment can be tense and competitive among coworkers, which can further exacerbate stress levels. Moreover, a lack of understanding and support from their families can make it difficult for teachers to balance their professional and personal lives. This lack of support can lead to feelings of isolation and frustration, further adding to their occupational stress..."

(Interviewer 1: Meng Jun, July 13, 2024: interview)

Expert 2:

"…Interpersonal relationship situations play a crucial role in the occupational stress of PE teachers in rural primary schools in Guangxi. For instance, many teachers report difficulties in dealing with their leaders, who may not fully recognize the value of physical education. This lack of recognition can lead to a stressful work environment. Additionally, the relationships among coworkers can be tense and competitive, which can further contribute to stress. Moreover, when teachers' families do not understand or support their work, it can be very challenging for them to maintain a healthy work-life balance. This lack of support can lead to feelings of isolation and frustration, further exacerbating their occupational stress..."

(Interviewee 2: Huang Jianyi, July 15, 2024: interview)

Expert 3:

" . . . In rural primary schools in Guangxi, PE teachers often face significant occupational stress due to interpersonal relationship situations. For example, dealing with difficult leaders who may not fully appreciate the importance of physical education can be very challenging. Additionally, the work environment can be tense and competitive among coworkers, which can further contribute to stress. Moreover, a lack of understanding and support from their families can make it difficult for teachers to balance their professional and personal lives. This lack of support can lead to feelings of isolation and frustration, further adding to their occupational stress. In some cases, teachers also report that their family relationships are not very harmonious, which can further exacerbate their stress levels..."

(Interviewee 3: Han Fangting, July 18, 2024: interview)

Expert 4:

"...The interpersonal relationship situations are a major source of occupational stress for PE teachers in rural primary schools in Guangxi. For example, many teachers report difficulties in dealing with their leaders, who may not fully recognize the value of physical education. This lack of recognition can lead to a stressful work environment. Additionally, the relationships among coworkers can be tense and competitive, which can further contribute to stress. Moreover, when teachers' families do not understand or support their work, it can be very challenging for them to maintain a healthy work-life balance. This lack of support can lead to feelings of isolation and frustration, further exacerbating their occupational stress. In some cases, teachers also report that their family relationships are not very harmonious, which can further exacerbate their stress levels..."

(Interviewee 4: Wang Jinghao, July 20, 2024: interview)

Expert 5:

" . . . Interpersonal relationship situations significantly contribute to the occupational stress of PE teachers in rural primary schools in Guangxi. For example, dealing with difficult leaders who may not fully appreciate the importance of physical education can be very challenging. Additionally, the work environment can be tense and competitive among coworkers, which can further contribute to stress. Moreover, a

lack of understanding and support from their families can make it difficult for teachers to balance their professional and personal lives. This lack of support can lead to feelings of isolation and frustration, further adding to their occupational stress. In some cases, teachers also report that their family relationships are not very harmonious, which can further exacerbate their stress levels. Addressing these interpersonal relationship situations is crucial for developing effective programs to manage occupational stress among PE teachers..."

(Interviewee 5: Li Zhiqing, July 21, 2024: interview)

Table 14 Analysis results of managing the interpersonal relationship situations of occupational stress of physical education teachers in rural primary schools in Guangxi.

Current Situation Desired Situation		**Research Result (Best Practice)**	**Management Method**		**Draft Program**
			Current Situation Desired Situation	**(Best Practice)**	
Indicator 1：Difficult leaders.	Constantly set unrealistic goals for physical education work	Constantly set unrealistic goals for physical education work	1.Self-Directed Learning 2.Practical Work Experience 3.Teaching Tasks 4.CaseStudy Learning 5.Collaborative Activities	1.Self-Directed Learning 2.Practical Work Experience 3.Teaching Tasks 4.CaseStudy Learning 5.Collaborative Activities	Step 1: Preparation phase Step 2: Intensive Program Implementation Step 3: Monitoring and Reflection
	Ignore the reasonable suggestions of PE teachers on teaching plans	Ignore the reasonable suggestions of PE teachers on teaching plans			
	Criticize PE teachers harshly without a full understanding of the situation	Criticize PE teachers harshly without a full understanding of the situation			

Table 14 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 2：Coworkers are tense and competitive.	Compete for limited teaching resources regardless of overall interests	Compete for limited teaching resources regardless of overall interests			
	Spread negative remarks about colleagues to gain an advantage	Spread negative remarks about colleagues to gain an advantage			
	Refuse to cooperate on school - wide sports projects	Refuse to cooperate on school - wide sports projects			
Indicator 3：The family does not understand, do not support their work.	Complain about the long working hours of PE teachers	Complain about the long working hours of PE teachers			
	Criticize teachers for not spending enough time on family affairs	Criticize teachers for not spending enough time on family affairs			
	Discourage teachers from participating in professional development activities related to physical education	Discourage teachers from participating in professional development activities related to physical education			

Table 14 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 4：His family relations are not very harmonious.	Frequent quarrels over trivial family matters	Frequent quarrels over trivial family matters			
	Lack of emotional support during difficult times at work	Lack of emotional support during difficult times at work			
	In - laws or other family members interfere in the teacher's career choices	In - laws or other family members interfere in the teacher's career choices			

From the analysis results of table 14, managing the occupational stress of physical education teachers in rural primary schools in Guangxi., the following points can be found in terms of interpersonal relationship situation: 1.) Difficult leaders. 2) Coworkers are tense and competitive. 3) The family does not understand, do not support their work. 4).His family relations are not very harmonious.

Based on these findings, the management method of interpersonal relationship situation of the occupational stress of physical education teachers in rural primary schools in Guangxi should include the following aspects: 1) Self-Directed Learning. 2) Practical Work Experience. 3) Teaching Tasks. 4) Case Study Learning. 5) Collaborative Activities

5. Occupational Demand situations

The researchers interviewed 5 experts and summarized the occupational stress among primary school physical education teachers in rural Guangxi of Occupational demand situation as follows:

Expert 1:

" . . . One significant source of occupational stress for PE teachers in rural primary schools in Guangxi is the low social status they perceive themselves to have. This can lead to feelings of undervaluation and demotivation. Additionally, the rapidly changing knowledge landscape means that some teachers struggle to keep up with the latest developments in their field. This can be particularly challenging for PE teachers who may not have access to the same resources as their peers in other subjects. Moreover, the disproportionate workload they face, with a tendency to receive less support compared to other teachers, adds to their stress levels. This imbalance can make them feel overburdened and underappreciated..."

(Interviewer 1: Meng Jun, July 13, 2024: interview)

Expert 2:

" . . . The occupational demand situations significantly contribute to the occupational stress of PE teachers in rural primary schools in Guangxi. For example, the requirements for title evaluation are higher for PE teachers, and they face more difficulties in promotion. This can be demoralizing and lead to a lack of professional satisfaction. Additionally, many PE teachers report a lack of a sense of achievement in their work. They feel that their efforts are not adequately recognized, which can affect their motivation. Furthermore, the lack of personal insurance for physical injuries and illnesses is a major concern. This lack of protection can make them feel vulnerable and add to their stress levels..."

(Interviewee 2: Huang Jianyi, July 15, 2024: interview)

Expert 3:

" . . . In rural primary schools in Guangxi, PE teachers often face significant occupational stress due to various occupational demand situations. For instance, the low social status of PE teachers can lead to feelings of undervaluation and demotivation. Additionally, the rapidly changing knowledge landscape means that some teachers struggle to keep up with the latest developments in their field. This can be particularly challenging for PE teachers who may not have access to the same resources as their peers in other subjects. Moreover, the disproportionate workload they face, with a tendency to receive less support compared to other teachers, adds to

their stress levels. This imbalance can make them feel overburdened and underappreciated..."

(Interviewee 3: Han Fangting, July 18, 2024: interview)

Expert 4:

"…The occupational demand situations play a crucial role in the occupational stress of PE teachers in rural primary schools in Guangxi. For example, the requirements for title evaluation are higher for PE teachers, and they face more difficulties in promotion. This can be demoralizing and lead to a lack of professional satisfaction. Additionally, many PE teachers report a lack of a sense of achievement in their work. They feel that their efforts are not adequately recognized, which can affect their motivation. Furthermore, the lack of personal insurance for physical injuries and illnesses is a major concern. This lack of protection can make them feel vulnerable and add to their stress levels..."

(Interviewee 4: Wang Jinghao, July 20, 2024: interview)

Expert 5:

" . . . The occupational demand situations significantly contribute to the occupational stress of PE teachers in rural primary schools in Guangxi. For example, the low social status of PE teachers can lead to feelings of undervaluation and demotivation. Additionally, the rapidly changing knowledge landscape means that some teachers struggle to keep up with the latest developments in their field. This can be particularly challenging for PE teachers who may not have access to the same resources as their peers in other subjects. Moreover, the disproportionate workload they face, with a tendency to receive less support compared to other teachers, adds to their stress levels. This imbalance can make them feel overburdened and underappreciated. Furthermore, the lack of opportunities for further study and professional development can limit their career growth and add to their stress levels..."

(Interviewee 5: Li Zhiqing, July 21, 2024: interview)

Table 15 Analysis results of managing the occupational demand situation of occupational stress of physical education teachers in rural primary schools in Guangxi.

Current Situation Desired Situation		**Research Result (Best Practice)**	**Management Method**		**Draft Program**
			Current Situation Desired Situation	**(Best Practice)**	
Indicator 1：Physical education teachers have low social status.	Are often overlooked in school - wide recognition and awards	Are often overlooked in school - wide recognition and awards	1. Self-Directed Learning 2. Practical Work Experience 3. Teaching Tasks 4. Case Study Learning 5. Collaborative Activities	1. Self-Directed Learning 2. Practical Work Experience 3. Teaching Tasks 4. Case Study Learning 5. Collaborative Activities	Step 1: Preparation phase Step 2: Intensive Program Implementation Step 3: Monitoring and Reflection
	Receive less respect from students' parents compared to other subject teachers	Receive less respect from students' parents compared to other subject teachers			
	Face discrimination in some social interactions related to their profession	Face discrimination in some social interactions related to their profession			

Table 15 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 2: Knowledge changes with each passing day, some of their own can not keep up with the form.	Lack of sufficient funds to attend professional training courses for new knowledge	Lack of sufficient funds to attend professional training courses for new knowledge			
	Do not have access to the latest sports - related research materials and resources	Do not have access to the latest sports - related research materials and resources			
	The school does not provide enough opportunities for them to update their knowledge	The school does not provide enough opportunities for them to update their knowledge			
Indicator 3: Physical education teachers pay disproportionate workload, there is a tendency to be less.	Spend more time on non - teaching tasks like organizing sports events without extra pay	Spend more time on non - teaching tasks like organizing sports events without extra pay			
	Receive fewer teaching assistants or support staff compared to other subjects	Receive fewer teaching assistants or support staff compared to other subjects			
	Have heavier teaching loads but less career development support	Have heavier teaching loads but less career development support			

Table 15 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 4: Physical education teacher title evaluation requirements are higher, promotion difficulties.	Require more scientific research achievements which are difficult to obtain in the field of physical education	Require more scientific research achievements which are difficult to obtain in the field of physical education			
	The evaluation criteria are not well - adapted to the practical work of PE teachers	The evaluation criteria are not well - adapted to the practical work of PE teachers			
	Fewer promotion positions are allocated to physical education compared to other disciplines	Fewer promotion positions are allocated to physical education compared to other disciplines			
Indicator 5: Physical education teachers lack a sense of achievement.	Their contributions to students' physical and mental health are not recognized by the school	Their contributions to students' physical and mental health are not recognized by the school			
	Receive few positive feedbacks from students about their teaching	Receive few positive feedbacks from students about their teaching			
	The improvement of students' sports	The improvement of students' sports			

Table 15 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
	performance is often attributed to other situations	performance is often attributed to other situations			
Indicator 6: There is no personal insurance for physical injury and illness of physical education teachers.	Worry about the financial burden in case of work - related injuries	Worry about the financial burden in case of work - related injuries			
	Fear of not being able to afford medical treatment for sports - related illnesses	Fear of not being able to afford medical treatment for sports - related illnesses			
	Have no compensation for long - term physical damage caused by work	Have no compensation for long - term physical damage caused by work			
Indicator 7: There are few opportunities for further study and further education.	The school does not allocate enough funds for their further education	The school does not allocate enough funds for their further education			
	There are limited training programs specifically designed for PE teachers	There are limited training programs specifically designed for PE teachers			
	Work schedules make it difficult for them to participate in off - campus training courses	Work schedules make it difficult for them to participate in off - campus training courses			

Table 15 (Continued)

Current Situation Desired Situation		Research Result (Best Practice)	Management Method		Draft Program
			Current Situation Desired Situation	(Best Practice)	
Indicator 8：Lack of talk and help objects when you encounter trouble.	There are no professional counseling services available for them in the school	There are no professional counseling services available for them in the school			
	Colleagues are too busy with their own work to offer help	Colleagues are too busy with their own work to offer help			
	Family members do not understand the problems they face at work	Family members do not understand the problems they face at work			

From the analysis results of table 15, managing the occupational stress of physical education teachers in rural primary schools in Guangxi., the following points can be found in terms of occupational demand situation: 1) Physical education teachers have low social status. 2) Knowledge changes with each passing day, some of their own can not keep up with the form. 3) Physical education teachers pay disproportionate workload, there is a tendency to be less. 4) Physical education teacher title evaluation requirements are higher, promotion difficulties. 5) Physical education teachers lack a sense of achievement. 6) There is no personal insurance for physical injury and illness of physical education teachers. 7) There are few opportunities for further study and further education. 8) Lack of talk and help objects when you encounter trouble.

Based on these findings, the management method of demand situation of the occupational stress of physical education teachers in rural primary schools in Guangxi should include the following aspects: 1) Self-Directed Learning. 2) Practical Work Experience. 3) Teaching Tasks. 4) Case Study Learning. 5) Collaborative Activities

5 experts verified the applicability of the managing method of occupational stress of physical education teachers in rural primary schools in Guangxi, using the evaluation table of managing method of occupational stress of physical education teachers in rural primary schools in Guangxi method compiled in this study. The data analysis results are shown in Table 16.

Table 16 Results of analyzing, validating, and confirming the appropriateness of methods to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

The program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.	**Suitability**		
	$\bar{x}$	**S.D.**	**interpret**
Step 1: Preparation phase			
1.Self-directed learning	4.73	0.65	Very High
Step 2: Intensive Program Implementation			
1.Practical Work Experience	4.69	0.62	Very High
2.Teaching Tasks	4.85	0.81	Very High
3.Case Study Learning	4.67	0.79	Very High
4.Collaborative Activities	4.52	0.74	Very High
Step 3: Monitoring and Reflection			
1. Reflecting on Development Results	4.86	0.85	Very High
Total	4.72	0.74	Very High

From table 16, the experts' examination and confirmation of the applicability of the methods to manage the occupational stress of physical education teachers in rural primary schools in Guangxi shows that all the methods have the highest applicability. The experts provided additional advice, suggesting that each method should have complementary activities such as self-study, practical work experience, teaching tasks, case study learning and collaborative activities.

Stage 2 Formulate a program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

The researchers used the results of the Phase 2 Priority Demand Index analysis as data for drafting a plan to manage the occupational stress of physical education teachers in rural primary schools in Guangxi. The research finds that the priority demands for managing the occupational stress of physical education teachers in rural primary schools in Guangxi are as follows:

(1) Interpersonal Relationship situations. It comprises 4 indicators, including: 1.) Difficult leaders.2) Coworkers are tense and competitive. 3) The family does not understand, do not support their work. 4) . His family relations are not very harmonious.

(2) Parent situations. It comprises 4 indicators, including: 1) Parents only pay attention to the learning of children's cultural knowledge, not enough attention to children's sports learning. 2) Parents do not understand the work of physical education teachers. 3) The family in the behavior of individual students, do not support their work. 4) Parents work outside to cause teachers and poor communication, students difficult to manage.

(3) Student situations. It comprises 8 indicators, including 1) Students are not polite to PE teachers. 2) Students do not obey the discipline of PE class. 3) Difficulty in handling relationships with some classmates. 4) Students lack motivation and interest in sports learning. 5) Students disobey the teacher's instructions in PE class. 6) Accidental injuries to students during PE classes. 7) Students' discussion and criticism of PE teachers. 8) Students have little common sense of sports, and they are slow to understand the movement in PE class.

(4) Work situations. It comprises 8 indicators, including 1) In addition to normal teaching, physical education teachers must also organize and undertake morning exercises, recess exercises, school sports meetings and even after-school sports training, competitions, etc., the workload is large. 2) It is difficult for PE teachers to be recognized by leaders. 3) There are too many formal and informal checks from superiors. 4) School leaders are not enough to support sports work. 5) The school sports infrastructure is not perfect, can not carry out good physical education. 6) Physical education teachers in the outdoor wind and sun for a long time.

7) Physical education teachers have to teach their own untrained curriculum. 8) More new ideas, but fewer opportunities to practice.

(5) Occupational Demand situations. It comprises 8 indicators, including 1) Physical education teachers have low social status. 2) Knowledge changes with each passing day, some of their own can not keep up with the form. 3) Physical education teachers pay disproportionate workload, there is a tendency to be less. 4) Physical education teacher title evaluation requirements are higher, promotion difficulties. 5) Physical education teachers lack a sense of achievement. 6) There is no personal insurance for physical injury and illness of physical education teachers. 7) There are few opportunities for further study and further education. 8) Lack of talk and help objects when you encounter trouble.

According five experts were interviewed to study the current situation and influencing situations of occupational stress among physical education teachers in rural primary schools in Guangxi, and formulate a plan to alleviate the occupational stress of physical education teachers in rural primary schools in Guangxi.The results of the data analysis from the interview 5 experts, as follows:

(1) Educational Research specialists are educators who work as teachers in institutions of higher education or have a doctoral degree in the field of educational measurement and evaluation

(2) Education Management and Development specialists are educators who hold a doctorate degree in education management or physical education and work as teachers in institutions of higher education

(3) Education administration experts refer to administrative personnel of educational institutions with a doctor's degree in education administration, specializing in education or physical education administration.

(4) Education Psychology specialists are educators who hold a doctoral degree in educational psychology or a related field , and work as teachers, researchers, or practitioners in institutions of higher education, psychological assessment centers, or educational counseling services.

Experts in examining this research Instrument include:

Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal University for Nationalities.

Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nation Normal College.

Prof. Dr. Wang Jinghao, College of Physical Education, South China Normal University.

Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal University.

The results of the data analysis from the interviews conducted by the researchers are summarized to be used in managing the occupational stress of physical education teachers in rural primary schools in Guangxi.

1. Components of program

Through the study of various documents and literature, researchers analyzed the components of the program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi. The plan consists of five parts, as follows: 1) Principles, 2) Objectives, 3) Content, 4) Development Process, 5) Evaluation. The opinions of the 5 experts regarding these components were unanimous, and are summarized as follows:

" . . . The program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi should have clear components. If the development plan is explicit, it will serve as a guide for administrators to steer in the right direction. The researched components are considered clear and comprehensive..."

(Expert 1: Meng Jun, July 13, 2024: Interview)

"...The principle in development is something that emphasizes the importance of development. The development objective is crucial, and the development process should be appropriate and diverse. After development, it is essential to have a proper evaluation..."

(Expert 2: Huang Jianyi, July 15, 2024: Interview)

"...Agree with the program components that include principles, objectives, content, development process, and evaluation. This ensures completeness in all aspects..."

(Expert 3: Han Fangting, July 18, 2024: Interview)

"...The program, objectives, content, development process, and evaluation of this plan are very comprehensive. I believe this program can bring about improvement..."

(Expert 4: Wang Jinghao, July 20, 2024: Interview)

"...This is a well-defined plan with reasonable content design. I agree with the project's design and support its development..."

(Expert 5: Li Zhiqing, July 21, 2024: Interview)

2. Principles of manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Based on discussions with 5 experts regarding key issues in managing the occupational stress of physical education teachers in rural primary schools in Guangxi, the experts agreed to adopt the 70: 20: 10 learning model to manage the occupational stress of physical education teachers in rural primary schools in Guangxi. The following excerpt illustrates this point:

" . . . Learning from direct experience holds the utmost importance because merely receiving lectures or training alone may provide knowledge but does not necessarily translate into its application or practice..."

(Expert 1: Meng Jun, July 13, 2024: Interview)

" . . . The curriculum used to manage the occupational stress of physical education teachers in rural primary schools in Guangxi should emphasize practical training and practical experience, including different backgrounds and guidance, as well as the practical application of guidance. This approach ensures that teachers are well-equipped to handle diverse classroom situations..."

(Expert 2: Huang Jianyi, July 15, 2024: Interview)

" . . . The advantages of the 70: 20: 10 theory lie in its emphasis on practical experience, interaction, and personalized learning. By applying this model, teachers can gain practical skills, receive support from their peers and mentors, and engage in structured learning activities to enhance their professional capabilities. This balanced approach will help reduce their occupational stress by providing them with the tools and support they need to manage their workload and improve their teaching practices..."

(Expert 3: Han Fangting, July 18, 2024: Interview)

"…The 70:20:10 learning model is a suitable framework for addressing the occupational stress of physical education teachers. By integrating these elements, the program can effectively address the multifaceted nature of occupational stress and provide teachers with a holistic support system..."

(Expert 4: Wang Jinghao, July 20, 2024: Interview)

" This integrated approach not only enhances teachers' professional competencies but also reduces their stress levels by providing a supportive and dynamic learning environment ."

(Expert 5: Li Zhiqing, July 21, 2024: Interview)

3. Methods to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Education administrators and researchers discussed methods to manage the occupational stress of physical education teachers in rural primary schools in Guangxi, and the consensus was to utilize various approaches to manage the occupational stress of physical education teachers in rural primary schools in Guangxi. The methods identified are 1) Self-Directed Learning 2) Practical Work Experience 3) Teaching Tasks 4) Case Study Learning 5) Collaborative Activities.

"… The direct targets of physical education teachers' teaching activities are students, and each student's growth environment and personality characteristics are different. This diversity presents a significant challenge for physical education teachers. Additionally, physical education teachers should not only ensure that students perform good physical exercises but also cultivate qualities such as hard work, unity, and progressiveness. Therefore, student management is a constant source of stress for teachers, with safety issues, student misbehavior, organizing teaching, and maintaining class discipline being key situations. These elements will not change without addressing the root causes. It is evident that student situations indirectly affect the occupational stress of physical education teachers. Thus, it is crucial to improve the occupational stress of physical education teachers in rural primary schools in Guangxi. Rural primary schools in Guangxi can utilize winter and summer vacations to conduct long-term and short-term teacher professional development training, such as through course teaching, special lectures, and seminars..."

(Expert 1: Meng Jun, July 13, 2024: Interview)

"... Practical work experience is essential for managing the occupational stress of PE teachers. Engaging in hands-on projects and internships allows teachers to gain valuable insights into real-world applications of their knowledge. This experience not only enhances their skills but also builds their confidence in managing diverse classroom situations. Schools should collaborate with local sports organizations or community centers to provide practical training opportunities that directly address the challenges faced by PE teachers. By doing so, teachers can better manage their workload and reduce stress related to professional competence..."

(Expert 2: Huang Jianyi, July 15, 2024: Interview)

"...Teaching tasks should be designed to support the professional growth of PE teachers. Assigning teachers to mentor younger colleagues or lead specific sports activities can provide them with a sense of accomplishment and purpose. Additionally, involving teachers in curriculum development or school sports events can help them see the broader impact of their work, thereby reducing feelings of isolation and increasing job satisfaction. By focusing on these areas, schools can help alleviate the occupational stress faced by PE teachers..."

(Expert 3: Han Fangting, July 18, 2024: Interview)

"…Case study learning as an effective method for addressing the occupational stress of PE teachers. By analyzing real-life scenarios and discussing potential solutions, teachers can gain practical strategies for managing difficult students or improving student motivation. This approach also fosters a collaborative environment where teachers can share experiences and learn from each other, which is essential for reducing stress and enhancing professional competence. Schools should encourage regular case study sessions to support teachers in their professional development..."

(Expert 4: Wang Jinghao, July 20, 2024: Interview)

"…The importance of collaborative activities in managing the occupational stress of PE teachers. By working together on projects, sharing best practices, and participating in joint training sessions, teachers can build a supportive network. This collaborative environment not only provides emotional support but also offers practical solutions to common challenges. Schools should encourage regular collaborative meetings and professional development workshops to ensure that PE teachers feel supported and valued..."

(Expert 5: Li Zhiqing, July 21, 2024: Interview)

4. Duration to manage the occupational stress of physical education teachers in rural primary schools in Guangxi According to the discussion among education administrators and researchers regarding the time Desired to manage **the occupational stress of physical education teachers in rural primary schools in Guangxi, there was a consensus that it would take approximately 150 hours.**

" . . . To effectively manage the occupational stress of PE teachers, a comprehensive program should ideally span around 150 hours. This duration allows for a thorough exploration of each component, ensuring that teachers can fully engage with the material and apply it in their teaching practices. It is essential to provide ample time for both theoretical learning and practical application to achieve meaningful results..."

(Expert 1: Meng Jun, July 13, 2024: Interview)

"...The 150-hour timeframe is crucial for addressing the various stressors faced by PE teachers. This duration should include a mix of workshops, practical training, and collaborative activities. By spreading the training over several weeks, teachers will have the opportunity to absorb the content and implement what they learn in their classrooms, thereby reducing their stress levels effectively..."

(Expert 2: Huang Jianyi, July 15, 2024: Interview)

"…Given the diverse challenges that PE teachers encounter, the proposed 150 hours should be structured to include intensive training sessions interspersed with periods for reflection and application. This approach not only helps teachers to internalize the strategies but also allows them to share experiences and learn from one another, which is vital for reducing occupational stress..."

(Expert 3: Han Fangting, July 18, 2024: Interview)

"...The duration of 150 hours is not just a number; it reflects the complexity of the issues at hand. Each module should be given sufficient time to ensure that teachers can engage deeply with the material. This timeframe will facilitate meaningful discussions and hands-on practice, which are essential for effective learning and stress management..."

(Expert 4: Wang Jinghao, July 20, 2024: Interview)

"…I agree that a 150-hour program is necessary to comprehensively address the occupational stresss faced by PE teachers. This duration allows for a balanced approach that includes self-directed learning, practical experiences, and collaborative activities. By investing this time, we can significantly enhance teachers' coping strategies and overall job satisfaction..."

(Expert 5: Li Zhiqing, July 21, 2024: Interview)

5. Evaluation

Interviews with five experts on strategies to alleviate the occupational stress of physical education teachers in rural primary schools in Guangxi, the experts have the following views:

"…The direct targets of physical education teachers' teaching activities are students, and each student's growth environment and personality characteristics are different, which is also a difficult problem for physical education teachers. In addition, Physical education teachers should not only allow students to perform good physical exercises, but also cultivate students to have hard-working, united and progressive spiritual qualities. Therefore, the management of students is a constant source of stress for teachers, and the one that has the greatest impact on teachers' professional stress is safety. Problems, students' bad behavior, organizing teaching, maintaining class discipline, etc. will not change without it. It can be seen that student situations will indirectly affect the occupational stress of physical education teachers, so it is crucial to improve the occupational stress of physical education teachers in rural primary schools in Guangxi..."

(Expert 1: Meng Jun, July 13, 2024: Interview)

"…The components of assessing the occupational stress of physical education teachers in rural primary schools in Guangxi are the performance and feedback of physical education teachers in their daily teaching, life. The quality of classroom teaching can be determined to a certain extent this reflects the occupational stress of teachers. In addition, due to the inability to maintain a balance between trivial work, long working hours and work requirements faced by physical education teachers in rural primary schools in Guangxi, work and life stress will arise through centralized training and self-training. The training model can enable more physical education teachers in rural primary schools in Guangxi to clearly understand their own

shortcomings in teaching and handling relationships between students, parents, and colleagues. Through the form of seminars, they can get in touch with physical education teachers in different regions. Being able to learn from each other's work experience, express their feelings, and vent their stress can better promote the development of rural education in Guangxi..."

(Expert 2: Huang Jianyi, July 15, 2024: Interview)

"... Parental situations are an important aspect affecting the occupational stress management of physical education teachers in rural primary schools in Guangxi. Family education is the foundation of school education. From the time a child is born, the first thing he comes into contact with is family education. Parents' thoughts and behaviors subtly affect their children in daily life. If parents do not pay attention to the work of physical education teachers, students will inevitably Physical education teachers will also be disrespected, and parents' attitudes towards physical education teachers will affect teachers' recognition of their work. Encourage teachers to continue learning through special lectures and parent forums, which will help them communicate with students' parents in a timely and effective manner and provide timely feedback on students' situations. The occupational stress of physical education teachers in rural primary schools in Guangxi is multifaceted. Therefore, comprehensive and systematic training should be carried out to improve the professional abilities of physical education teachers and alleviate the occupational stress brought to them by various situations..."

(Expert 3: Han Fangting, July 18, 2024: Interview)

" . . . Bad interpersonal relationships will affect teachers' mood at work and indirectly lead to teachers' occupational stress. Maslow's hierarchy of needs theory points out that human needs are divided into five levels. Only Only when the needs of belonging and love are satisfied will individuals have higher needs, which proves the impact of interpersonal relationships on teachers' professional stress. Therefore, physical education teachers in rural primary schools in Guangxi must properly handle relationships with leaders, colleagues and teachers through the improvement of professional abilities. The relationship between family members will cause stress if the teacher fails to handle the relationship with one of them. A competent physical education teacher should have a thorough understanding of the content he teaches and

the latest developments in his field. Students must provide accurate and relevant information and be able to handle interpersonal relationships well. Only in this way can more energy be devoted to guiding students to better participate in physical exercise and take good physical education classes..."

(Expert 4: Wang Jinghao, July 20, 2024: Interview)

"…Every individual has desires and desires for their own profession, and the profession of physical education teachers is no exception. This demand is the source of motivating one to actively work. If physical education teachers do not get the demand When this happens, a negative attitude will develop at work, which will lead to occupational stress. There are many ways to effectively manage the occupational stress of physical education teachers, such as improving their academic abilities, improving their own skill levels, improving professional title levels, etc. They also create a positive and inclusive training environment so that physical education teachers can safely express themselves ideas, ask questions and interact with each other. In particular, it is necessary to strengthen psychological counseling for physical education teachers in rural primary schools in Guangxi, so that they can clearly understand their current status, improve their abilities in a more targeted manner, and alleviate the stress caused by all aspects..."

(Expert 5: Li Zhiqing, July 21, 2024: Interview)

From the above, the researcher was able to summarize the findings in order to design from interviews 5 experts as shown in Table 17.

Table 17 Structure of component, principles, methods and hours of program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Component	**Principles for managing occupational stress**	**Methods for managing occupational stress**	**Duration**
Student situation	70:20:10 Learning Model	1.Self-Directed Learning 2. Practical Work Experience 3.Teaching Tasks 4.Case Study Learning 5.Collaborative Activities	30
Work situation	70:20:10 Learning Model	1.Self-Directed Learning 2. Practical Work Experience 3.Teaching Tasks 4.Case Study Learning 5.Collaborative Activities	30
Parent situations	70:20:10 Learning Model	1.Self-Directed Learning 2. Practical Work Experience 3.Teaching Tasks 4.Case Study Learning 5.Collaborative Activities	30
Interpersonal Ralstionship situations	70:20:10 Learning Model	1.Self-Directed Learning 2. Practical Work Experience 3.Teaching Tasks 4.Case Study Learning 5.Collaborative Activities	30
Occupational Demand situation	70:20:10 Learning Model	1.Self-Directed Learning 2. Practical Work Experience 3.Teaching Tasks 4.Case Study Learning 5.Collaborative Activities	30
Total			150

From the table 17, it is found that the total training time for the occupational stress program for physical education teachers in rural primary schools in Guangxi is 150 hours, since the problems of each model are of great significance, researchers create each medel with a 30-hour plan.

Table 18 Summarizes the key findings in the design of the supplemental program by educational administrators to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Issue of discussion Summary of key findings from the discussion	**Issue of discussion Summary of key findings from the discussion**
1.Components of the program	1) Principles 2) Objectives 3) Content 4) Development Process 5) Measurement and Evaluation
2.Development format	70:20:10 learning model -70% Learn by Experience -20% Learn by Others -10% Learn by Courses
3.Development method	1) Self-Directed Learning 2) Practical Work Experience 3) Teaching Tasks 4) Case Study Learning 5) Collaborative Activities
4.Duration	150 hours
5.Measurement and Evaluation	— Assess the occupational stress management of physical education teachers in rural primary schools in Guangxi using the assessment tool before, during, and after the development stages. — Before the commencement of managing the occupational stress of physical education teachers in rural primary schools in Guangxi, use satisfaction assessment tools to evaluate the satisfaction level of the plan.

Stage 3: Assessment Results of the Program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi

Part 1: Introduction to Program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

1. Principles

The occupational stress of physical education teachers in rural primary schools in Guangxi is mainly caused by student situation, working situation, parent situations, interpersonal relationship situations and occupational demand situation. In view of the above reasons that lead to the stress of physical education teachers in rural primary schools in Guangxi, leaders of rural primary schools in Guangxi should strengthen the improvement of the professional abilities of physical education teachers to manage occupational stress, mainly from the professional knowledge, skills, psychology, personal development and Improve children's management capabilities and other aspects to alleviate occupational stress in teaching and life. The training method can quickly and effectively improve the professional abilities of physical education teachers in rural primary schools in Guangxi. At present, our country and various regions have training courses or correspondence primary schools to improve teachers' abilities. Therefore, rural areas in Guangxi can provide stable and innovative proposals in accordance with the "National Rural Primary School Teacher Training Plan" and the "Guangxi Rural Primary School Teacher Training Plan" This paper proposes an occupational stress management strategy for physical education teachers in rural primary schools in Guangxi, based on the principle of doing a good job in the occupational stress of physical education teachers in rural primary schools in Guangxi.

2. Objectives

Enhance understanding of the principles of managing the occupational stress of physical education teachers in rural primary schools in Guangxi.

Under the supervision of relevant educational administrators, cultivate the capabilities of managing the occupational stress of physical education teachers in rural primary schools in Guangxi. This includes 5 areas: 1) Student Situations, 2) Work Situations, 3) Parent Situations, 4) Interpersonal Relationship Situations, 5) Occupational Demand Situation.

To ensure that the physical education teachers in rural primary schools in Guangxi receiving training to manage their occupational stress enhance job satisfaction, improve teaching quality, and ultimately benefit students' holistic development in rural communities.

3. Content

Program to occupational stress management of physical education teachers in rural primary schools in Guangxi has content scope divided in to 5 modules include:

Module 1: Student Situation

This module covers the professional knowledge, skills and abilities of physical education teachers in the process of teaching, professional knowledge thinking ability, critical thinking and problem-solving ability; at the same time, physical education teachers should strengthen their ability to cultivate students' good behavior habits, manage class discipline, and mobilize students' enthusiasm. Physical education teachers should improve their ability to deal with students through training, guide students to participate in sports activities safely in physical education classes, and more importantly, improve their ability to resist stress and their psychological ability to withstand stress. Having positive beliefs and attitudes, correct values, and the ability to deeply understand how physical education courses are suitable for rural primary school students, and impart knowledge to students, the ability to diagnose student behavior, communicate and develop students' self and potential, and be able to manage their emotions will help their teaching succeed and alleviate the occupational stress brought by student situations.

Module 2: Work Situation

The content of this module is about the reasons why work situations cause occupational stress for primary school physical education teachers in rural areas of Guangxi. It mainly starts from how primary school physical education teachers in rural areas of Guangxi can handle the relationship between teaching and non-teaching work and how to effectively improve their work efficiency. At the same time, part-time physical education teachers should strengthen their learning of sports professional skills and improve their professional and technical level; full-time physical education teachers need to strengthen theoretical learning, adapt to the new educational concepts of the moment, integrate new knowledge and new concepts, and

teach them to students; finally, physical education teachers should strengthen their ability to summarize their work, combine practice with theoretical knowledge, and effectively demonstrate their work while leading the training team, so as to be recognized by the school and sports management departments. This will help improve the overall level of primary school physical education teachers in rural areas of Guangxi and manage their own occupational stress.

Module 3: Parent Situation

The content of this module is about the impact of parent situations on the improvement of occupational stress management level of physical education teachers in rural primary schools in Guangxi. Family education is an important part of student education. The words and deeds of students' parents can directly affect students, so teachers need to communicate with parents in a timely and effective manner. Physical education teachers should master the skills of communicating with students' parents, maintain respect for students' parents, and master the personal situation of students and the basic situation of students' families; physical education teachers should also learn to be good at listening to the wishes expressed by students' parents. When there are different opinions, they should guide them in different ways. When communicating with students' parents, teachers should learn to be people-oriented and use their own knowledge and personality to infect parents. No matter what type of children and parents, teachers need to understand and pay attention to them with love. Physical education teachers should build a bridge between students and parents to better serve students and better achieve the goals of physical education in rural primary schools in Guangxi, so that students' parents can support the cause of physical education, understand the difficulties of physical education teachers, and alleviate the occupational stress of physical education teachers in rural primary schools.

Module 4: Interpersonal Relationship Situation

The content of this module is about the impact of interpersonal situations on the improvement of occupational stress management level of Guangxi rural primary school physical education teachers. It mainly starts from courses and special lectures on how to deal with interpersonal relationships, improves Guangxi rural primary school physical education teachers to deal with relationships with leaders, colleagues

and families, improves professional skills, stabilizes unstable emotions caused by interpersonal relationships, and manages psychological stress. It is mainly carried out in the form of expert lectures and psychological counseling.

Module 5: Occupational Demand Situation

This module is about the impact of occupational demand situations on the improvement of occupational stress management level of primary school physical education teachers in rural Guangxi. It mainly considers how to improve the professional titles, academic qualifications, skill levels, economic income and social status of primary school physical education teachers in rural Guangxi, improve the self-confidence of physical education teachers, enhance their sense of accomplishment, and improve their stress resistance from the aspects of their own occupational safety and psychology, which is conducive to better devoting themselves to the cause of physical education, enriching their own teaching methods, reducing their own physical injuries, etc., and managing psychological stress. It is mainly carried out through course learning, expert lectures, psychological counseling and seminars.

4. Development Process

(1) Development Principles

From studying and analyzing academic literature and documents, the concept of learning has been formulated according to the 70: 20: 10 model. This concept was introduced by Lawson (2008), and further elaborated upon by Phurivat Wannichawasin (2016), Sutham Thammathatsana (2019). It comprises three essential components of learning:

1) 70% Learn by Experience

It pertains to a mode of learning derived from direct experiential engagement within authentic workplace settings or practical fieldwork. This avenue empowers educational administrators with the capacity to expeditiously acquire insightful understandings. The adept acquisition of knowledge from such experiences subsequently culminates in efficacious learning, as administrators internalize these experiences into their cognitive repertoire and behavioral repertoire, effectively serving as a conduit between practical application and theoretical frameworks. This methodological approach fosters the cultivation of novel experiential realms or proficiencies, thereby augmenting the efficacy of

educational administrators' professional responsibilities. The tools employed for personnel development underpinned by this learning paradigm transcend conventional classroom-based instructional modalities.

2) 20% Learn by Others

This represents a learning modality known as "Learn by Others," wherein individuals acquire knowledge and skills not exclusively through direct supervision or authority but rather from their peers within or across organizational units. This collaborative learning approach may unfold in informal or structured environments, fostering dialogues, consultations, and the exchange of information. Such interactions hinge upon robust interpersonal relationships, necessitating active engagement, coordinated discussions, and the sharing of perspectives at opportune junctures among multiple parties. The developmental tools deployed within this framework transcend conventional classroom-based training methodologies.

3) 10% Learn by Courses

It represents a blended learning approach that integrates traditional classroom instruction with non-classroom methods, incorporating diverse learning modalities including e-learning platforms and various instructional materials. This method entails accessing pre-designed programs or courses, which are deemed essential and indispensable for professional development. It stands as a significant developmental format, facilitating learners' active involvement in experiential learning and ensuring the genuine assimilation and application of acquired knowledge.

Methods/Development Activities

The methods to alleviate occupational stress for rural primary school physical education teachers in Guangxi are as follows:

70% Learning from Experience utilizing a duration of 105 hours, employing the following development methods:

A. Self-Directed Learning (35 hours)

1) Simulate classroom management scenarios (e.g., handling student conflicts during PE classes). (Module 1: Student situation, 6 hours)

2) Practice diagnosing student behavior and developing individualized support plans. (Module 1: Student situation, 5 hours)

3) Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks). (Module 2: Work situation, 4 hours)

4) Self-reflect on integrating new educational concepts into lesson plans. (Module 2: Work situation, 4 hours)

5) Role-play parent-teacher communication scenarios (e.g., addressing safety concerns in sports activities). (Module 3: Parent situation, 5 hours)

6) Develop a parent engagement toolkit for rural families. (Module 3: Parent situation, 2 hours)

7) Maintain an emotion management journal to track stress triggers. (Module 4: Interpersonal relationship situation, 2 hours)

8) Practice conflict resolution techniques with colleagues. (Module 4: Interpersonal relationship situation, 1 hours)

9) Design and implement a personal career development plan (e.g., pursuing advanced certifications). (Module 5: Demand situation, 3 hours)

10) Innovate low-resource PE teaching methods suitable for rural settings. (Module 5: Demand situation, 3 hours)

B. Practical Work Experience (50 hours)

1) Lead student safety drills in PE classes to build stress resilience. (Module 1: Student situation, 12 hours)

2) Participate in school sports event planning to improve multitasking skills. (Module 2: Work situation, 10 hours)

3) Organize parent-teacher sports days to foster collaboration. (Module 3: Parent situation, 8 hours)

4) Collaborate with school leaders to address workplace relationship challenges.(Module 4: Interpersonal relationship situation, 10 hours)

5) Mentor junior teachers to enhance leadership and reduce isolation.(Module 5: Demand situation, 10 hours)

C. Teaching Tasks (20 hours)

1) Observe experienced teachers managing large PE classes. (Module 1: Student situation, 6 hours)

2) Conduct peer evaluations of lesson plans for efficiency. (Module 2: Work situation, 4 hours)

3) Host student-parent joint activities to practice communication. (Module 3: Parent situation, 4 hours)

4) Seek feedback from colleagues on interpersonal interactions. (Module 4: Interpersonal relationship situation, 3 hours)

5) Develop a portfolio showcasing teaching innovations for career advancement. (Module 5: Demand situation, 3 hours)

20% Learning by Others utilizing a duration of 30 hours, employing the following development methods:

A. Case Study Learning (18 hours)

1) Analyze case studies on student injury prevention in rural PE classes. (Module 1: Student situation, 5 hours)

2) Share strategies for reducing administrative burdens in small schools. (Module 2: Work situation, 4 hours)

3) Discuss successful parent-teacher collaboration models. (Module 3: Parent situation, 4 hours)

4) Workshop solutions for resolving conflicts with school leadership. (Module 4: Interpersonal relationship situation, 3 hours)

5) Review case studies on rural teacher career progression.(Module 5: Demand situation, 2 hours)

B. Collaborative Activities (12 hours)

1) Peer coaching sessions on student motivation techniques. (Module 1: Student situation, 3 hours)

2) Cross-departmental brainstorming on resource optimization. (Module 2: Work situation, 3 hours)

3) Community-based focus groups with parents. (Module 3: Parent situation, 2 hours)

4) Team-building exercises to strengthen colleague trust. (Module 4: Interpersonal relationship situation, 2 hours)

5) Regional teacher networks for sharing professional development opportunities. (Module 5: Demand situation, 2 hours)

10% Learning by Courses utilizing a duration of 15 hours, employing the following development methods:

1) Course: "Positive Psychology for Student Engagement" (Module 1: Student situation, 4 hours)

2) Expert Lecture: "Time Management for Rural Educators" (Module 2: Work situation, 3 hours)

3) Workshop: "Effective Communication with Rural Families" (Module 3: Parent situation, 3 hours)

4) Psychological Counseling Session: " Emotional Regulation Techniques" (Module 4: Interpersonal relationship situation, 3 hours)

5) Seminar: " Career Pathway Planning for Rural PE Teachers" (Module 5: Demand situation, 2 hours)

5. Measurement and Evaluation

(1) Pre-development evaluation

Analyzing the occupational stressors of physical education teachers in rural primary schools in Guangxi via a comprehensive literature review and conducting an evaluation of the occupational stress of physical education teachers in rural primary schools in Guangxi prior to further development.

(2) Evaluation during development

During the development phase, the evaluation activities encompass group activities, learning exchange assessments, and satisfaction assessments of the development activities, utilizing satisfaction evaluation forms.

(3) Post-development evaluation

Following the development phase, it is imperative to evaluate the present status and anticipated standards of the occupational stress of physical education teachers in rural primary schools in Guangxi within local applied rural primary schools..

The researchers summarized the program for managing the occupational stress of physical education teachers in rural primary schools in Guangxi in local applied rural primary schools, as shown in Figure 3.

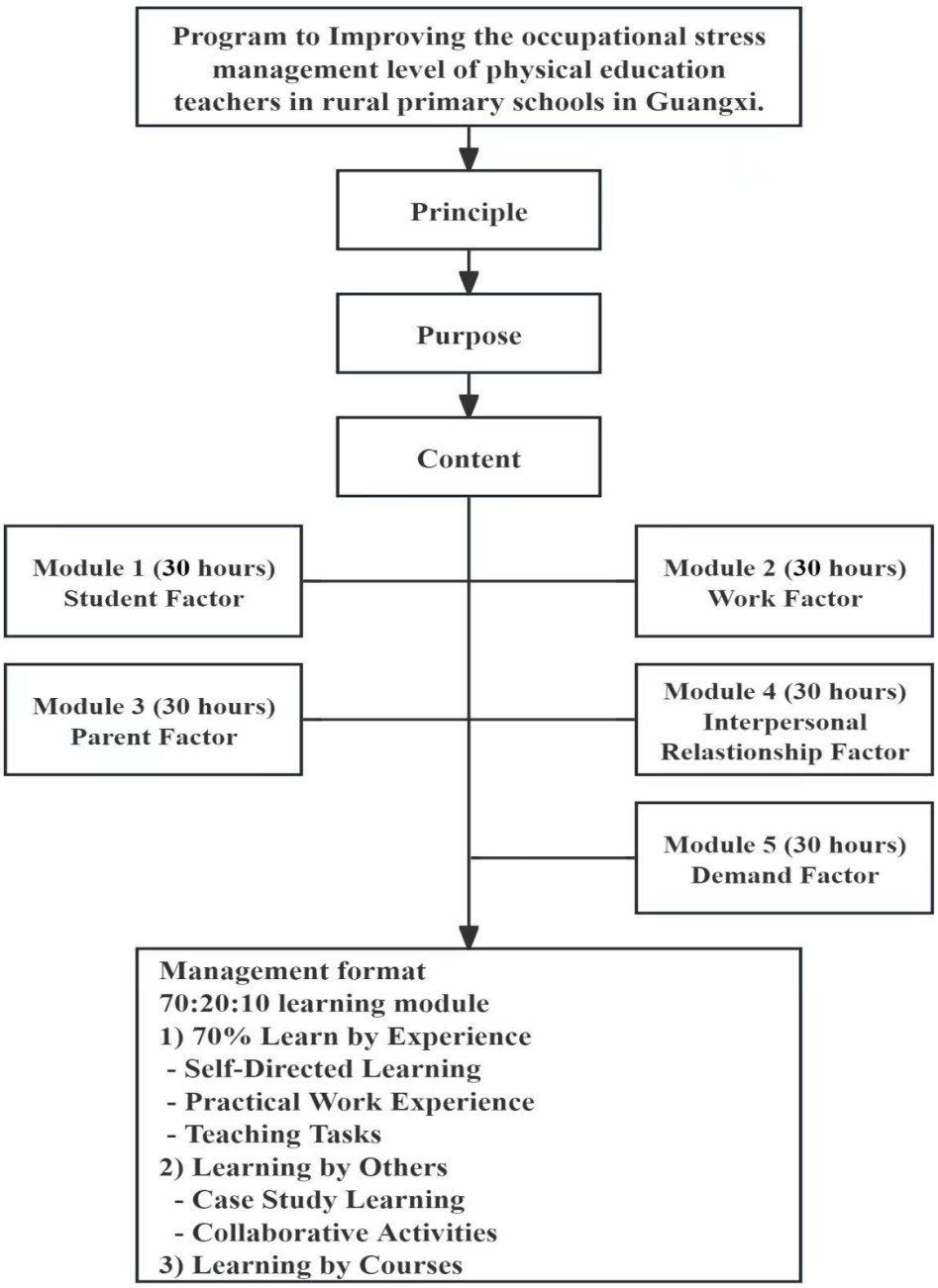


Figure 3 Program for managing the occupational stress of physical education teachers in rural primary schools in Guangxi.

Part 2： Details of the Program to Occupational stress management of physical education teachers in rural primary schools in Guangxi as follows:

Module 1 Student Situation

1. Principles

The objectives to manage the student situation of occupational stress for physical education teachers in rural primary schools in Guangxi are to: Empower physical education teachers with the skills and strategies necessary to effectively manage and engage with students, thereby reducing stress related to student behavior and performance. By improving teachers' abilities to understand student needs, motivate diverse learners, and create a supportive and inclusive classroom environment, we aim to enhance the overall well-being and job satisfaction of rural physical education teachers. This will ultimately lead to improved student outcomes in physical education, fostering healthy lifestyles and promoting the comprehensive development of rural youth.

2. Objectives

The objectives of the program aimed at managing occupational stress for physical education teachers in rural primary schools in Guangxi are to comprehensively address the stress situations affecting these teachers, including student situations, work situations, parent situations, interpersonal relationship situations, and occupational demand situations. The program aims to enhance teachers' professional abilities, improve their stress management skills, and ultimately reduce their occupational stress levels. By doing so, the program seeks to cultivate a resilient and effective educator workforce that can better serve students and contribute to the overall development of rural education in Guangxi.

3. Contents

Student situations are one of the important reasons that affect the occupational stress of physical education teachers in rural primary schools in Guangxi. In order to improve the level of occupational stress management of physical education teachers in rural primary schools in Guangxi, physical education teachers in rural primary schools in Guangxi need to understand student needs: teachers should have a deep understanding of students' interests, abilities and needs in order to design teaching plans suitable for them. This can not only improve the quality of teaching,

but also reduce the stress caused by the inability to adapt to the teaching content. Establish a good teacher-student relationship: By establishing a relationship of trust and respect with students, teachers can better manage classroom order and reduce discipline problems, thereby reducing stress. Differentiated teaching: Due to the different abilities and interests of students, teachers can meet the needs of different students through differentiated teaching methods and avoid the stress caused by a single teaching method. Psychological counseling and emotional support: teachers should pay attention to students' mental health, promptly discover and solve the problems they encounter in learning and life, and provide necessary psychological counseling and emotional support. Continuous learning and professional development: teachers should constantly learn new teaching methods and theories, improve their professional literacy, and cope with various challenges in teaching. Reasonable arrangement of work and rest time: teachers should pay attention to the combination of work and rest, arrange work and rest time reasonably, and avoid the accumulation of stress caused by excessive fatigue. Utilize modern educational technology: With the help of modern educational technology, such as multimedia teaching, online resources, etc., we can enrich teaching content, improve teaching efficiency and reduce work stress.

Student situations directly affect the occupational stress of primary school physical education teachers in rural Guangxi. Teachers can improve their class management and student handling abilities by learning the following courses and methods, thereby alleviating occupational stress and improving their occupational stress management level. First, learning educational psychology. By learning educational psychology, teachers can understand students' psychological development characteristics and behavioral motivations, so as to better understand and guide students and establish a harmonious teacher-student relationship. Second, learning class management. Specialized class management courses can help teachers master effective management skills, such as formulating class rules, organizing class activities, and handling student conflicts, so as to maintain good classroom order; third, learning physical education teaching methods. Learning physical education teaching methods can allow teachers to understand how to design teaching content according to students' age and physical characteristics, stimulate students' learning

interest, and improve classroom teaching effects. Fourth, learning communication skills. Good communication skills are an important tool for dealing with teacher-student relationships. Teachers can learn how to communicate effectively with students, resolve conflicts, and enhance understanding and trust between teachers and students through relevant courses. Fifth, team building and leadership. Through team building and leadership training, teachers can learn how to motivate students, cultivate team spirit, and make the class more cohesive. Sixth, student evaluation and feedback: learning how to conduct scientific evaluation and feedback on students can help teachers understand students' learning situation and psychological situation in a timely manner and take corresponding measures to adjust. Seventh, laws, regulations and professional ethics: learning relevant laws, regulations and professional ethics can make teachers more fair and reasonable when dealing with student problems and avoid unnecessary disputes. Through the study of the above courses, the occupational stress brought to primary school physical education teachers in rural Guangxi by student situations can be effectively alleviated.

4. Development process

The details are shown in table 19.

Table 19 Development process of Student situation for managing the occupational stress of physical education teachers in rural primary schools in Guangxi

Development Method	**Development Activities (30 hours)**
Learning by Experience: 20 hours	
Self-Directed Learning (8hours)	1) Analyze case studies on student injury prevention in rural PE classes. (4hours) 2) Practice diagnosing student behavior and developing individualized support plans. (4hours)
Practical Work Experience (8 hours)	Lead student safety drills in PE classes to build stress resilience.
Teaching Tasks (6 hours)	Observe experienced teachers managing large PE classes.
Learning by Others:5 hours	
Case Study Learning (3 hours)	Analyze case studies on student injury prevention in rural PE classes.
Collaborative Activities (2 hours)	Peer coaching sessions on student motivation techniques.
Learning by Courses: 5hours	
Course (5 hours)	"Positive Psychology for Student Engagement"

5. Measurement and evaluation

(1) Evaluate the results of guideline communication for student situation of occupational stress.

(2) Assess the project's management plan for student situation of occupational stress..

(3) Evaluate the results of management operational monitoring for student situation of occupational stress.

(4) Assess the results presented by management activities for student situation of occupational stress..

Module 2: Work Situation

1. Principles

During the teaching process, physical education teachers will face the problems of trivial work and long working hours. These problems will directly increase the occupational stress of physical education teachers in rural primary schools in Guangxi, causing physical education teachers to easily have negative emotions and heavy psychological burdens. In the process of work, national, local and school policies or systems will affect the teaching of physical education teachers, so physical education teachers in rural primary schools in Guangxi need to recognize their own abilities and work tasks, effectively and reasonably arrange their time, improve their own cognitive level, enhance their own teaching ability, so as to improve the level of occupational stress management of physical education teachers in rural primary schools in Guangxi and manage their own occupational stress.

2. Objectives

The objectives to manage the work situation of occupational stress for physical education teachers in rural primary schools in Guangxi are to: Optimize the workload and teaching conditions for rural physical education teachers, ensuring they have adequate resources and support to effectively carry out their duties. By providing necessary infrastructure, equipment, and training opportunities, we aim to reduce the burden of non-teaching tasks and enhance teachers' professional development. This will not only alleviate teachers' work-related stress but also improve their job performance and effectiveness in delivering quality physical education programs to

rural students. Additionally, it will contribute to enhancing the overall quality of education in rural areas and fostering a healthier, more active student population.

3. Contents

Physical education teachers in rural primary schools in Guangxi may face a variety of occupational stress at work, which mainly come from the following aspects: Heavy teaching tasks: Due to the relatively weak teaching staff in rural primary schools, physical education teachers may need to take on the teaching tasks of multiple classes, which is a heavy workload and prone to fatigue and stress. Poor teaching conditions: The sports facilities and equipment in rural schools may not be perfect, and the venues are limited, which brings difficulties to physical education teachers' teaching and increases their work stress. Limited professional development: Due to the remote geographical location, rural primary school physical education teachers have fewer opportunities to participate in training and exchanges, and their professional growth space is limited, which may lead to professional burnout. Difficulty in student management: Rural primary school students come from a wide range of sources, with large differences in family background and education level, and student behavior management and learning guidance work is challenging. High parental expectations: Although educational resources are limited, parents often have high expectations for their children. Teachers need to face stress from parents and sometimes have to undertake additional home-school communication work. Low salary and benefits: Compared with urban schools, rural primary school teachers may have lower salary and benefits, and economic stress will also affect teachers' work mood and quality of life. Low social recognition: Physical education in rural areas may not be as important as academic subjects, and physical education teachers may have a lower social status and professional identity, which is also a kind of psychological stress. Imperfect assessment and evaluation system: An unreasonable assessment and evaluation system may bring additional stress to teachers, especially when the evaluation criteria are too harsh or inconsistent with the actual work situation.

In order to alleviate these occupational stress brought about by work situations, physical education teachers in rural primary schools in Guangxi can take some coping measures, such as strengthening self-learning and professional

development, seeking support from colleagues and leaders, arranging work and rest time reasonably, and participating in mental health counseling. At the same time, schools and society should also pay more attention and support, improve teaching conditions, improve teachers' treatment, and create a good professional environment. Specifically, it can be, first, improving their own teaching quality: the improvement of teachers' ability is directly related to the improvement of teaching quality. By learning advanced teaching concepts and methods, teachers can design more scientific and interesting teaching activities, stimulate students' interest in learning, and improve the effect of physical education classes. Promote the all-round development of students: efficient physical education teaching can not only enhance students' physical fitness, but also cultivate their teamwork spirit, competitive consciousness and will quality, which is conducive to the all-round and healthy development of students.

Second, optimize class management: by learning class management skills, physical education teachers can better organize and manage classes, create a good learning environment, help students develop good behavioral habits, and improve classroom efficiency. Third, reduce teachers' occupational stress: through professional development and skill improvement, physical education teachers can more calmly deal with challenges in work, reduce professional burnout caused by work stress, and improve professional happiness and satisfaction. Fourth, promote educational equity: educational resources in rural areas are relatively scarce, and the improvement of teachers' abilities can make up for the problem of insufficient resources to a certain extent, provide students with better education, and promote educational equity. Fifth, enhance the professional competitiveness of teachers: teachers can enhance their professional quality and competitiveness through continuous learning and self-improvement, and provide more opportunities and possibilities for career development. Set a good example: teachers' continuous progress and self-improvement can set a good example for students, motivate students to study hard, pursue excellence, and form a positive campus culture.

In short, Guangxi rural primary school physical education teachers improve their work efficiency and ability through course learning, special lectures, psychological counseling and seminars, which not only helps personal career development and improves the level of professional stress management, but also

promotes the healthy growth of students and the improvement of education quality, which is of great significance to promoting the development of physical education in rural primary schools in Guangxi.

4. Development process

The details are shown in table 20.

Table 20 Development process of Work situation for managing the occupational stress of physical education teachers in rural primary schools in Guangxi

Development Method	**Development Activities (30 hours)**
Learning by Experience: 20hours	
Self-Directed Learning (8 hours)	1) Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks). (6 hours) 2) Self-reflect on integrating new educational concepts into lesson plans (2 hours).
Practical Work Experience (8 hours)	Participate in school sports event planning to improve multitasking skills.
Teaching Tasks (4 hours)	Conduct peer evaluations of lesson plans for efficiency.
Learning by Others: 7 hours	
Case Study Learning (4 hours)	Share strategies for reducing administrative burdens in small schools.
Collaborative Activities (3 hours)	Cross-departmental brainstorming on resource optimization.
Learning by Courses: 3 hours	
Expert Lecture (3 hours)	"Time Management for Rural Educators"

5. Measurement and evaluation

(1) Evaluate the results of guideline communication for work situation of occupational stress.

(2) Assess the project's management plan for work situation of occupational stress.

(3) Evaluate the results of managemenct operational monitoring for work situation of occupational stress.

(4) Assess the results presented by management activities for work situation of occupational stress.

Module 3: Parent Situation

1. Principles

Family education is the foundation of school education. From the moment a child is born, the first thing he or she comes into contact with is family education. Parents' daily behavior and performance are subtly influencing students. Therefore, parents' attitude and recognition of physical education teachers directly affect students' attitude towards physical education teachers. Parents' misunderstanding of physical education teachers will cause physical education teachers to have bad emotions, which will lead to occupational stress. Therefore, parent situations are an important situation affecting the improvement of the level of occupational stress management of physical education teachers in rural primary schools in Guangxi. Therefore, physical education teachers in rural primary schools in Guangxi need to promptly understand and master national, local and school policies, new physical education teaching methods, and good interpersonal communication skills. Only in this way can they communicate effectively with students' parents and avoid unnecessary misunderstandings, so that students' parents respect physical education teachers, recognize the profession of physical education teachers, and feel at ease to hand over their students to physical education teachers for management, thereby alleviating the occupational stress of physical education teachers in rural primary schools in Guangxi.

2. Objectives

The objectives to manage the parent situation of occupational stress for physical education teachers in rural primary schools in Guangxi are to: strengthen the understanding and support between parents and physical education teachers, fostering a collaborative relationship that recognizes the importance of physical education in students' holistic development. By enhancing communication strategies and providing parents with information on the value of physical education, we aim to reduce misunderstandings and conflicts that can contribute to teachers' stress. This will not only improve the work environment for teachers but also encourage parents to actively participate in their children's physical education, leading to enhanced student engagement and performance. Additionally, it will help establish a positive perception

of physical education teachers within the community, boosting their professional morale and satisfaction.

3. Contents

Parental situations have a significant impact on the occupational stress of primary school physical education teachers in rural Guangxi, which is specifically manifested in the following aspects: First, parents have high expectations: many parents hope that their children can get comprehensive development in school, especially in terms of physical fitness. Such high expectations will bring great psychological stress to physical education teachers, especially when resources are limited. Second, differences in family education concepts: some parents in rural areas do not have enough understanding of the importance of physical education, and may pay more attention to academic performance and think that physical education is a waste of time. Such differences in concepts will lead to parents' misunderstanding or even questioning of the work of physical education teachers, increasing the stress on teachers. Third, poor communication between home and school: due to different cultural levels and educational concepts of parents, there may be obstacles in communication between home and school. Physical education teachers need to spend more time and energy to communicate effectively with parents and explain the meaning and goals of physical education, which increases their workload. Fourth, safety responsibility stress: sports activities have certain risks, and parents are particularly concerned about their children's safety. Once an accidental injury occurs, the blame and misunderstanding of parents will bring great psychological stress to physical education teachers. Fifth, the demand for extracurricular activities: some parents hope that the school can provide more extracurricular sports activities to enrich their children's extracurricular life. However, rural primary schools have limited teacher and venue resources, and meeting these needs is a challenge for physical education teachers. Sixth, low parental participation: Parents' low participation in school sports activities may affect the effectiveness of physical education. Physical education teachers need to find ways to encourage parental participation, which increases the difficulty of their work.

In order to alleviate the occupational stress caused by parental situations, physical education teachers in rural primary schools in Guangxi can take the

following measures: Strengthen communication between home and school, and publicize the importance of physical education to parents through parent meetings, home visits, etc. Develop detailed physical education teaching plans and safety measures to reduce the occurrence of accidental injuries. Rationally arrange teaching content and extracurricular activities to meet the diverse needs of parents and students as much as possible. Improve their own professional quality and communication skills, and enhance their ability to cope with various challenges. Maintain a good cooperative relationship with other teachers and school management to jointly solve problems in home-school communication. At the same time, schools and education departments should also strengthen support for physical education teachers, provide more training and exchange opportunities, and help them improve their professional ability and psychological quality, so as to better cope with the occupational stress caused by parental situations.

4. Development process

The details are shown in table 21.

Table 21 Development process of Parent situation for managing the occupational stress of physical education teachers in rural primary schools in Guangxi

Development Method	**Development Activities (30 hours)**
Learning by Experience: 21hours	
Self-Directed Learning (9 hours)	1) Role-play parent-teacher communication scenarios (e.g., addressing safety concerns in sports activities). (5 hours) 2) Develop a parent engagement toolkit for rural families. (4 hours)
Practical Work Experience (8 hours)	Organize parent-teacher sports days to foster collaboration.
Teaching Tasks (4 hours)	Host student-parent joint activities to practice communication.
Learning by Others: 6 hours	
Case Study Learning (4 hours)	Discuss successful parent-teacher collaboration models.
Collaborative Activities (2 hours)	Community-based focus groups with parents.
Learning by Courses: 3 hours	
Workshop (3 hours)	"Effective Communication with Rural Families"

5. Measurement and evaluation

(1) Evaluate the results of guideline communication for parent situation of occupational stress.

(2) Assess the project's management plan for parent situation of occupational stress.

(3) Evaluate the results of managemenct operational monitoring for parent situation of occupational stress.

(4) Assess the results presented by management activities for parent situation of occupational stress.

Module 4: Interpersonal Relationship situation

1. Principles

Interpersonal relationships are the bridge of communication between people. Bad interpersonal relationships directly affect people's emotions. Therefore, good interpersonal relationships are an important situation in the communication between people, people and society, and people and things. Of course, the situations that affect interpersonal relationships include social psychological situations: including personal characteristics, similarity of attitudes, complementarity of needs, frequency of communication, and physical distance. It also includes personal characteristics, such as personality quality, ability, and appearance attractiveness. Therefore, bad interpersonal relationships will indirectly lead to occupational stress for physical education teachers in rural primary schools in Guangxi. Physical education teachers need to better handle the relationship with leaders, colleagues, and family members to manage their own occupational stress.

2. Objectives

The objectives to manage the interpersonal relationship situation of occupational stress for physical education teachers in rural primary schools in Guangxi are to: Improve teachers' ability to effectively communicate, collaborate, and build positive relationships with their peers, leaders, families, and the community. By enhancing teachers' interpersonal skills and emotional intelligence, we aim to create a supportive and inclusive work environment. This will reduce stress related to conflicts, misunderstandings, and isolation, thereby improving teachers' job satisfaction and well-being. Furthermore, positive interpersonal relationships will

contribute to a more harmonious educational ecosystem, enhancing the overall quality of teaching and learning in rural primary schools.

3. Contents

Interpersonal relationship situations also have an important impact on the occupational stress of primary school physical education teachers in rural Guangxi, which is mainly reflected in the following aspects: Teacher-student relationship: The interactive relationship between physical education teachers and students directly affects the teaching effect and the psychological situation of teachers. If the teacher-student relationship is tense, students lack interest in physical education classes or show bad behavior, which will increase the work stress of teachers. Colleague relationship: The relationship between teachers and between teachers and school administrators will also affect the work mood and stress level of physical education teachers. Good colleague relationships can provide support and help, while tense relationships may lead to a depressing work atmosphere and increase the psychological burden of teachers. Home-school relationship: The degree of support and understanding of parents for the work of physical education teachers will also affect the occupational stress of teachers. As mentioned above, parents' high expectations and lack of understanding may bring additional stress to teachers. Social support: Due to the remote geographical location and relatively scarce social resources in rural areas, physical education teachers may feel a lack of sufficient social support. In this case, teachers are prone to feel isolated and helpless when facing work and life stress. Role conflict: Physical education teachers may assume multiple roles in school, such as class teacher, grade group leader, etc. Conflicts between multiple roles and unclear responsibilities will also increase teachers' stress.

In order to alleviate the occupational stress caused by interpersonal situations, physical education teachers in rural primary schools in Guangxi can take the following measures: Establish a good teacher-student relationship and enhance students' interest and sense of participation through effective communication and interaction. First, strengthen their own quality training and improve communication skills. Learn to listen and express, convey their ideas and opinions clearly and accurately, and understand the needs and feelings of others. Enhance emotional management ability. Stay calm and rational, and avoid being swayed by emotions when dealing with interpersonal relationships. Second, strengthen cooperation and communication with colleagues and establish a working

atmosphere of mutual help and trust. Actively participate in community activities, expand social support networks, and gain more understanding and help. Learn methods of stress management and emotional regulation to improve their own psychological adjustment ability. Third, communicate with school management, clarify role positioning and job responsibilities, and reduce the stress caused by role conflicts. Fourth, establish good cooperation with parents. Maintain timely communication, treat students fairly and impartially, punish students who make mistakes, and communicate with parents in a timely manner. Create a harmonious teaching environment, play a role model, show your personal charm, create a serious and harmonious classroom atmosphere, and establish a good teacher-student relationship with students. In addition, schools and education departments should also pay attention to the interpersonal relationships of physical education teachers, provide necessary support and help, create a good working environment, and promote teachers' professional development and mental health.

4. Development process

The details are shown in table 22.

Table 22 Development process of Interpersonal relationship situations for managing the occupational stress of physical education teachers in rural primary schools in Guangxi

Development Method	**Development Activities (30 hours)**
Learning by Experience: 22hours	
Self-Directed Learning (6 hours)	1) Maintain an emotion management journal to track stress triggers. (3 hours) 2) Practice conflict resolution techniques with colleagues. (3 hours)
Practical Work Experience (10 hours)	Collaborate with school leaders to address workplace relationship challenges.
Teaching Tasks (6 hours)	Seek feedback from colleagues on interpersonal interactions.
Learning by Others: 5 hours	
Case Study Learning (3 hours)	Workshop solutions for resolving conflicts with school leadership.
Collaborative Activities (2 hours)	Team-building exercises to strengthen colleague trust.
Learning by Courses: 3 hours	
Psychological Counseling Session (3 hours)	"Emotional Regulation Techniques"

5. Measurement and evaluation

(1) Evaluate the results of guideline communication for interpersonal relastionship situation of occupational stress.

(2) Assess the project's management plan for interpersonal relastionship situation of occupational stress.

(3) Evaluate the results of managemenct operational monitoring for interpersonal relastionship situation of occupational stress.

(4) Assess the results presented by management activities for interpersonal relastionship situation of occupational stress.

Module 5: Occupational Demand situation

1. Principles

Occupational needs are the desire and craving of each individual for his or her own career. Guangxi rural primary school physical education teachers are no exception. This demand is the source of their own active work. If the needs of Guangxi rural primary school physical education teachers are not met, negative emotions will arise, psychological stress will increase, and thus occupational stress will arise. Occupational needs are the bridge of communication between people. Bad interpersonal relationships directly affect people's emotions, so good interpersonal relationships are an important situation in communication between people, people and society, and people and things. Of course, the situations that affect interpersonal relationships also include social and psychological situations: including personal traits, similarity of attitudes, complementarity of needs, frequency of communication, and physical distance. It also includes personal traits, such as personality qualities, abilities, and attractive appearance, so bad interpersonal relationships will indirectly lead to occupational stress for Guangxi rural primary school physical education teachers. Physical education teachers need to better handle the relationship with leaders, colleagues, and family members to manage their own occupational stress.

2. Objectives

The objectives to manage the occupational demand situation of occupational stress for physical education teachers in rural primary schools in Guangxi are to: Enhance teachers' professional status and satisfaction by addressing the challenges they face related to workload, professional development, and recognition. By

providing opportunities for further study, continuous education, and career advancement, we aim to empower teachers with the skills and knowledge necessary to meet the evolving demands of their profession. Additionally, promoting a fair and transparent evaluation system that recognizes and rewards teachers' contributions will foster a sense of accomplishment and job security. This will not only reduce teachers' stress levels but also motivate them to continue delivering high-quality physical education programs, ultimately benefiting the overall growth and development of students in rural areas.

3. Contents

Occupational demand situations are one of the important situations that cause occupational stress for primary school physical education teachers in rural Guangxi. First, the impact of teaching work. The new curriculum teaching reform and the reform standards do not make clear and specific provisions for teaching content. The goal achievement guides the selection of teaching content and methods, which puts forward new requirements and challenges for the quality and ability of physical education teachers, bringing psychological stress. Second, the impact of career development. The improvement of academic qualifications has become a trend. Failure to meet the academic qualifications or regulations will have many impacts. The modernization of educational technology requires teachers to produce courseware and undertake scientific research projects, while physical education teachers have limited time to study their business in their spare time, have few opportunities for on-the-job training, and have difficulty improving their business level and quality, and are under great stress. Third, the impact of different situations, the impact of different teaching years, physical education teachers with more than 20 years of teaching experience feel that the work stress is not great, and teachers with shorter teaching years generally feel that the work stress is greater. The impact of different academic qualifications, there are very few primary school physical education teachers with postgraduate degrees, and most physical education teachers with bachelor's degrees feel that work stress has little impact. Physical education teachers with lower academic qualifications have few opportunities for professional title promotion, labor remuneration, and external training, which are prone to psychological stress. The impact of different professional titles: most physical education teachers in the

probationary period feel great stress, while fewer first-level teachers feel stress. However, physical education teachers are gradually losing competitiveness compared with other professional teachers in terms of professional title evaluation. Unfair evaluation methods will hurt the work enthusiasm of young and middle-aged teachers. The impact of the degree of leadership attention: in schools where leaders attach great importance to physical education, teachers feel great work stress; in schools where leaders do not attach importance to physical education, teachers tend to have less stress.

In order to alleviate the occupational stress caused by occupational demand situations, the government, schools and rural primary school physical education teachers in Guangxi can start from the following aspects: First, improve social status. The government can strengthen its attention to physical education, increase the participation of rural primary school physical education teachers in education reform, and change the traditional concept of despising physical education teachers. Second, the state and local governments need to improve wages and benefits, ensure that rural primary school physical education teachers' wages are paid on time and in full, increase wage income levels, and improve welfare benefits, such as housing conditions, medical insurance, and transportation subsidies. Third, optimize the evaluation system. Schools should establish a more fair and reasonable evaluation system, fully consider the characteristics of physical education teaching, avoid using average scores as the basis for evaluation, and ensure that the work performance of physical education teachers is fairly reflected. Fourth, pay attention to student management, reasonably arrange the number of students in the class, strengthen student safety education and management, and reduce the stress on physical education teachers in organizing teaching and dealing with student conflicts. Fifth, at the individual level of teachers, adjust personality and mentality. Physical education teachers should adjust their mentality appropriately, not worry too much about problems at work, and enhance their psychological endurance. Improve ability and literacy, actively participate in training and learning, constantly update knowledge structure, improve educational concepts and innovative scientific research capabilities, so as to adapt to the requirements of educational curriculum reform. Sixth, provide opportunities for further study. Schools should provide more

opportunities for further study for rural primary school physical education teachers, such as paid leave training, reimbursement of travel expenses, etc., to help them improve their professional level. Seventh, improve working conditions. The society and schools work together to provide rural primary school physical education teachers with a good working environment and necessary teaching facilities and equipment. Eighth, create a good atmosphere. Schools should create a good atmosphere of respecting teachers and valuing education, pay attention to the demands of physical education teachers, strengthen communication with them, and provide them with spiritual support. At the same time, strengthen self-adjustment. Teachers themselves should face up to stress, take a positive attitude to manage negative emotions, learn to relax, establish a lifelong learning concept, and improve their overall quality.

4. Development process

The details are shown in table 23.

Table 23 Development process of occupational demand situation for managing the occupational stress of physical education teachers in rural primary schools in Guangxi

Development Method	**Development Activities (30 hours)**
Learning by Experience: **24** hours	
Self-Directed Learning (**6** hours)	1) Design and implement a personal career development plan (e.g., pursuing advanced certifications). (4 hours) 2) Innovate low-resource PE teaching methods suitable for rural settings. (**4** hours)
Practical Work Experience (14 hours)	Mentor junior teachers to enhance leadership and reduce isolation.
Teaching Tasks (4 hours)	Develop a portfolio showcasing teaching innovations for career advancement.
Learning by Others: 4 hours	
Case Study Learning (2 hours)	Review case studies on rural teacher career progression.
Collaborative Activities (2 hours)	Regional teacher networks for sharing professional development opportunities.
Learning by Courses: 2 hours	
Seminar (2 hours)	"Career Pathway Planning for Rural PE Teachers"

5. Measurement and evaluation

(1) Evaluate the results of guideline communication for occupational demand situation of occupational stress.

(2) Assess the project's management plan for occupational demand situation of occupational stress.

(3) Evaluate the results of managemenct operational monitoring for occupational demand situation of occupational stress.

(4) Assess the results presented by management activities for occupational demand situation of occupational stress.

According to the contents of the plan on managing the occupational stress of physical education teachers in rural primary schools in Guangxi the researchers developed a 23-days training program, as shown in table 24.

Table 24 23-days training program

1st Day	8:30-9:30 (1hours)	9:30- 10:00	10:00-11:00 (1 Hour)	12:00-14:00	15:00-16:00 (1 Hours)	16:00-	16:30-18:30(2 Hour)
	-Opening ceremony -Explanation of training objective -Pre-test	Tea Break	-Module 1: Student situation (Simulate classroom management scenarios)	Lunch Break	-Module 1: Student situation (Simulate classroom management scenarios)	Tea Break	-Module 1: Student situation (Simulate classroom management scenarios)
2st Day	8:30-9:30 (1 hours)	9:30- 10:00	10:00-11:00 (1 Hour)	12:00- 14:00	14:00-16:00 (2 Hours)	16:00- 16:30	16:30-17:30 (1Hour)
	-Module 1: Student situation (Practice diagnosing student behavior and developing individualized support plans.)	Tea Break	-Module 1: Student situation (Practice diagnosing student behavior and developing individualized support plans.)	Lunch Break	-Module 1: Student situation (Practice diagnosing student behavior and developing individualized support plans.)	Tea Break	-Module 1: Student situation (Lead student safety drills in PE classes to build stress resilience.)

Table 24 (Continued)

3st Day	8:30-9:30 (1hours)	9:30-10:00	10:00-11:00 (1 Hour)	12:00-14:00	15:00-16:00 (1 Hours)	16:00-16:30	16:30-18:30(2 Hour)
	-Module 1: Student situation (Lead student safety drills in PE classes to build stress resilience.)	Tea Break	-Module 1: Student situation (Lead student safety drills in PE classes to build stress resilience.)	Lunch Break	-Module 1: Student situation (Lead student safety drills in PE classes to build stress resilience.)	Tea Break	-Module 1: Student situation (Lead student safety drills in PE classes to build stress resilience .)
4st Day	8:30-9:30 (1 hours)	9:30- 10:00	10:00-12:00 (2 Hour)	12:00- 15:00	15:00-16:00 (1Hours)	16:00- 16:30	16:30-17:30 (1 Hour)
	-Module 1: Student situation (Lead student safety drills in PE classes to build stress resilience.)	Tea Break	-Module 1: Student situation (Lead student safety drills in PE classes to build stress resilience.)	Lunch Break	-Module 1: Student situation (Observe experienced teachers managing large PE classes.)	Tea Break	-Module 1: Student situation (Observe experienced teachers managing large PE classes.)

Table 24 (Continued)

	8:30-9:30 (1hours)	9:30-10:00	10:00-11:00 (1 Hour)	12:00-14:00	15:00-16:00 (1 Hours)	16:00-16:30	16:30-18:30(2 Hour)
5st Day	-Module 1: Student situation (Observe experienced teachers managing large PE classes.)	Tea Break	-Module 1: Student situation (Analyze case studies on student injury prevention in rural PE classes.)	Lunch Break	-Module 1: Student situation (Analyze case studies on student injury prevention in rural PE classes.)	Tea Break	-Module 1: Student situation (Analyze case studies on student injury preventio n in rural PE classes.)
	8:30-9:30 (1 hour)	9:30- 10:00	10:00-11:00 (1Hour)	12:00- 13:30	13:30-16:00 (2.5 Hours)	16:00- 16:30	16:30-19:00 (2.5 Hours)
6st Day	-Module 1: Student situation (Peer coaching sessions on student motivation techniques.)	Tea Break	-Module 1: Student situation (Peer coaching sessions on student motivation techniques.)	Lunch Break	-Module 1: Student situation ("Positive Psychology for Student Engagement")	Tea Break	-Module 1: Student situation ("Positive Psycholo gy for Student Engagem ent")

Table 24 (Continued)

	8:30-9:30 (1 hours)	9:30-10:00	10:00-12:00 (2 Hour)	12:00-14:00	14:00-16:00 (2 Hours)	16:00-16:30	16:30-18:30 (2 Hour)
7st Day	-Module 2: Work situation (Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks)	Tea Break	-Module 2: Work situation (Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks)	Lunch Break	-Module 2: Work situation (Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks)	Tea Break	-Module 2: Work situation (Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks)
8st Day	8:30-9:30 (1 hours)	9:30- 10:00	10:00-12:00 (2 Hour)	12:00- 14:00	14:00-16:00 (2 Hours)	16:00- 16:30	16:30-17:30 (1Hour)
	-Module 2: Work situation (Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks)	Tea Break	-Module 2: Work situation (Self-reflect on integrating new educational concepts into lesson plans.)	Tea Break	-Module 2: Work situation (Self-reflect on integrating new educational concepts into lesson plans.)	Tea Break	-Module 2: Work situation (Participate in school sports event planning to improve multitasking skills.)

Table 24 (Continued)

	8:30-9:30 (1 hours)	9:30-10:00	10:00-11:00 (1 Hour)	12:00-14:00	14:00-16:00 (2 Hours)	16:00-16:30	16:30-18:30 (2 Hour)
9st Day	-Module 2: Work situation (Participate in school sports event planning to improve multitasking skills.)	Tea Break	-Module 2: Work situation (Participate in school sports event planning to improve multitasking skills.)	Tea Break	-Module 2: Work situation (Participate in school sports event planning to improve multitasking skills.)	Tea Break	-Module 2: Work situation (Participate in school sports event planning to improve multitasking skills.)
10st Day	8:30-9:30 (1 hours)	9:30- 10:00	10:00-12:00 (2 Hour)	12:00- 14:00	14:00-16:00 (2 Hours)	16:00- 16:30	16:30-18:30 (2 Hour)
	-Module 2: Work situation (Participate in school sports event planning to improve multitasking skills.)	Tea Break	-Module 2: Work situation (Conduct peer evaluations of lesson plans for efficiency.)	Tea Break	-Module 2: Work situation (Conduct peer evaluations of lesson plans for efficiency.)	Tea Break	-Module 2: Work situation (Share strategies for reducing administrative burdens in small schools.)

Table 24 (Continued)

	8:30-10:30 (2 hours)	10:30-11:00	11:00-12:00 (1 Hour)	12:00-14:00	14:00-16:00 (2 Hours)	16:00-16:30	16:30-18:30 (2 Hour)
11st Day	-Module 2: Work situation (Share strategies for reducing administrative burdens in small schools.)	Tea Break	-Module 2: Work situation (Cross-departmental brainstorming on resource optimization.)	Tea Break	-Module 2: Work situation (Cross-departmental brainstorming on resource optimization.)	Tea Break	-Module 2: Work situation ("Time Management for Rural Educators")
12st Day	8:30-9:30 (1 hours)	9:30- 10:00	10:00-12:00 (2 Hour)	12:00- 14:00	14:00-17:00 (3 Hours)	17:00- 17:30	17:30-19:30 (2 Hour)
	-Module 2: Work situation ("Time Management for Rural Educators")	Tea Break	-Module 3: Parent situation (Role-play parent-teacher communication scenarios (e.g., addressing safety concerns in sports activities)	Tea Break	-Module 3: Parent situation (Role-play parent-teacher communication scenarios (e.g., addressing safety concerns in sports activities)	Tea Break	-Module 3: Parent situation (Develop a parent engagement toolkit for rural families.)

Table 24 (Continued)

	7:30-9:30 (2 hours)	9:30-10:00	10:00-12:00 (2 Hour)	12:00-14:00	14:00-16:00 (2 Hours)	16:00-16:30	16:30-18:30 (2 Hour)
13st Day	-Module 3: Parent situation (Develop a parent engagement toolkit for rural families.)	Tea Break	-Module 3: Parent situation (Organize parent-teacher sports days to foster collaboration.)	Tea Break	-Module 3: Parent situation (Organize parent-teacher sports days to foster collaboration.)	Tea Break	-Module 3: Parent situation (Organize parent-teacher sports days to foster collaboration.)
14st Day	8:30-10:30 (2 hours)	10:30- 11:00	11:00-12:00 (1 Hour)	12:00- 14:00	14:00-17:00 (3 Hours)	17:00- 17:30	17:30-18:30 (1 Hour)
	-Module 3: Parent situation (Organize parent-teacher sports days to foster collaboration.)	Tea Break	-Module 3: Parent situation (Host student-parent joint activities to practice communication.)	Tea Break	-Module 3: Parent situation (Host student-parent joint activities to practice communication .)	Tea Break	-Module 3: Parent situation (Discuss successful parent-teacher collaboration models.)

Table 24 (Continued)

	8:30-9:30 (1 hours)	9:30-10:00	10:00-12:00 (2 Hour)	12:00-14:00	14:00-16:00 (2 Hours)	16:00-16:30	16:30-18:30 (2 Hour)
15st Day	-Module 3: Parent situation (Discuss successful parent-teacher collaboration models.)	Tea Break	-Module 3: Parent situation (Discuss successful parent-teacher collaboration models.)	Tea Break	-Module 3: Parent situation (Community-based focus groups with parents.)	Tea Break	-Module 3: Parent situation ("Effective Communication with Rural Families")
16st Day	8:30-9:30 (1 hour)	9:30- 10:00	10:00-13:00 (3 Hours)	13:00- 15:00	15:00-18:00 (3 Hours)	18:00- 20:00	20:0-22:00 (2Hours)
	-Module 3: Parent situation ("Effective Communication with Rural Families")	Tea Break	-Module 4: Interpersonal Relastionship situation (Maintain an emotion management journal to track stress triggers.)	Tea Break	-Module 4: Interpersonal Relastionship situation (Practice conflict resolution techniques with colleagues.)	Tea Break	-Module 4: Interpersonal Relastionship situation (Collaborate with school leaders to address workplace relationship challenges)

Table 24 (Continued)

17st Day	7:30-9:30 (1 hours)	9:30-10:00	10:00-12:00 (2 Hour)	12:00-14:00	14:00-16:00 (2 Hours)	16:00-16:30	16:30-18:30 (2 Hour)
	-Module 4: Interpersonal Relastionship situation (Collaborate with school leaders to address workplace relationship challenges)	Tea Break	-Module 4: Interpersonal Relastionship situation (Collaborate with school leaders to address workplace relationship challenges)	Tea Break	-Module 4: Interpersonal Relastionship situation (Collaborate with school leaders to address workplace relationship challenges)	Tea Break	-Module 4: Interpersonal Relastionship situation (Collaborate with school leaders to address workplace relationship challenges)
18st Day	7:00-10:00 (3hours)	10:00- 10:30	10:30-13:30 (3 Hours)	13:00- 14:00	14:00-17:00 (3 Hours)	17:00- 17:30	17:30-19:30 (2Hour)
	-Module 4: Interpersonal Relastionship situation (Seek feedback from colleagues on interpersonal interactions.)	Tea Break	-Module 4: Interpersonal Relastionship situation (Seek feedback from colleagues on interpersonal interactions.)	Tea Break	-Module 4: Interpersonal Relastionship situation (Workshop solutions for resolving conflicts with school leadership.)	Tea Break	-Module 4: Interpersonal Relastionship situation (Team-building exercises to strengthen colleague trust.)

Table 24 (Continued)

	8:30-9:30 (1 hours)	9:30-10:00	10:00-12:00 (2 Hour)	12:00-14:00	14:00-15:00 (1 Hours)	15:00-15:30	15:30-18:30 (3 Hour)
19st Day	-Module 4: Interpersonal Relastionship situation (Team-building exercises to strengthen colleague trust.)	Tea Break	-Module 4: Interpersonal Relastionship situation ("Emotional Regulation Techniques")	Tea Break	-Module 4: Interpersonal Relastionship situation ("Emotional Regulation Techniques")	Tea Break	-Module 5: Deman situation (Design and implement a personal career development plan)
20st Day	8:30-9:30 (1 hours)	9:30- 10:00	10:00-12:00 (2 Hours)	12:00- 14:00	14:00-17:00 (3 Hours)	16:00- 16:30	18:30-21:30 (3 Hours)
	-Module 5: Deman situation (Innovate low-resource PE teaching methods suitable for rural settings.)	Tea Break	-Module 5: Deman situation (Innovate low-resource PE teaching methods suitable for rural settings.)	Tea Break	-Module 5: Deman situation (Mentor junior teachers to enhance leadership and reduce isolation.)	Tea Break	-Module 5: Deman situation (Mentor junior teachers to enhance leadership and reduce isolation.)

Table 24 (Continued)

21st Day	7:30-9:30 (2 hours)	9:30-10:00	10:00-13:00 (3Hours)	12:00-14:00	14:00-17:00 (3 Hours)	17:00-17:30	18:30-20:30 (2 Hours)
	-Module 5: Deman situation (Mentor junior teachers to enhance leadership and reduce isolation.)	Tea Break	-Module 5: Deman situation (Mentor junior teachers to enhance leadership and reduce isolation.)	Tea Break	-Module 5: Deman situation (Mentor junior teachers to enhance leadership and reduce isolation.)	Tea Break	-Module 5: Deman situation (Develop a portfolio showcasing teaching innovations for career advancement.)
22st Day	8:30-10:30 (2 hours)	10:30- 11:00	11:00-12:00 (1 Hour)	12:00- 14:00	14:00-15:00 (1 Hours)	15:00- 15:30	15:30-17:30 (2 Hour)
	-Module 5: Deman situation (Develop a portfolio showcasing teaching innovations for career advancement.)	Tea Break	-Module 5: Deman situation (Review case studies on rural teacher career progression.)	Tea Break	-Module 5: Deman situation (Review case studies on rural teacher career progression.)	Tea Break	-Module 5: Deman situation (Regional teacher networks for sharing professional development opportunities.)

Table 24 (Continued)

	8:30-10:30 (2 hours)	10:30-11:00	11:00-12:00 (1 Hour)				
23st Day	-Module 5: Deman situation ("Career Pathway Planning for Rural PE Teachers")	Tea Break	-Closing ceremony				

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Part 3: Results of evaluating the suitability of the Program to man**age the Occupational stress of physical education teachers in rural primary schools in Guangxi.**

As shown in table 25.

Table 25 Mean and standard deviation of suitability and feasibility level of the Program to manage the Occupational stress of physical education teachers in rural primary schools in Guangxi .

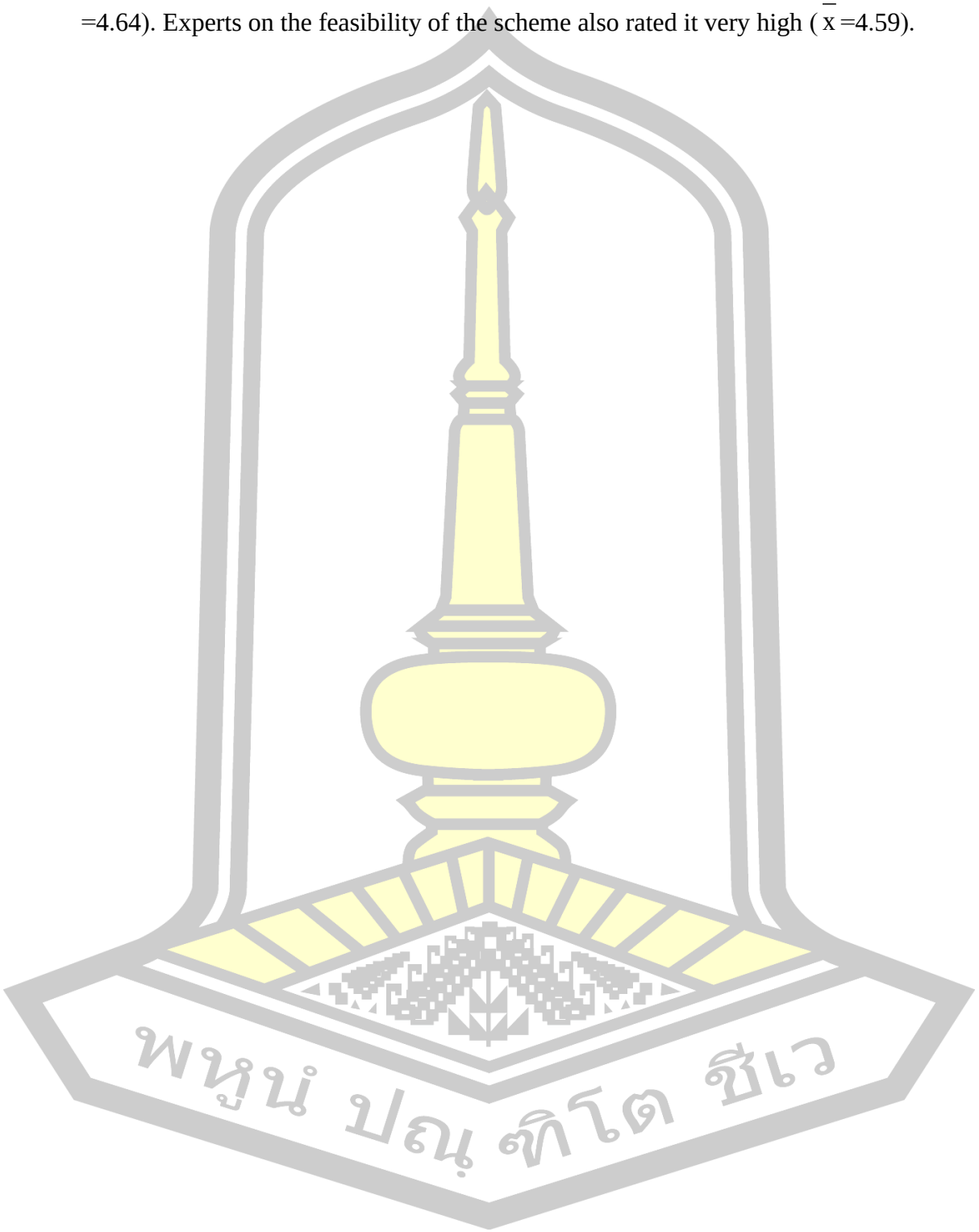
	Suitability			**Accuracy**			**Feasibility**		
	$\bar{x}$	**S.D.**	**Level**	$\bar{x}$	**S.D.**	**Level**	$\bar{x}$	**S.D.**	**Level**
1. Principles	4.80	0.60	Very High	4.75	0.42	Very High	4.70	0.25	Very High
2. Objectives	4.78	0.58	Very High	4.72	0.70	Very High	4.68	0.83	Very High
3. Contents									
3.1 Module1: Student factors	4.75	0.65	Very High	4.70	0.38	Very High	4.65	0.50	Very High
3.2 Module2: Work Factors	4.72	0.56	Very High	4.68	0.77	Very High	4.63	0.89	Very High
3.3 Module3: Parental factors	4.70	0.78	Very High	4.65	0.40	Very High	4.60	0.31	Very High
3.4 Module4: Interpersonal factors	4.68	0.69	Very High	4.63	0.71	Very High	4.58	0.32	Very High
3.5 Module5: Occupational Demand Factors	4.65	0.40	Very High	4.60	0.52	Very High	4.55	0.63	Very High
4. Management Processes									
4.1 Self-Directed Learning	4.73	0.74	Very High	4.68	0.86	Very High	4.62	0.68	Very High
4.2 Practical Work Experience	4.70	0.355	Very High	4.65	0.57	Very High	4.60	0.40	Very High
4.3 Teaching Tasks	4.68	0.77	Very High	4.63	0.78	Very High	4.58	0.61	Very High
4.4. Case Study Learning	4.65	0.28	Very High	4.60	0.50	Very High	4.55	0.52	Very High
4.5 Collaborative Activities	4.62	0.40	Very High	4.58	0.51	Very High	4.53	0.73	Very High
5.Measurement and Evaluation									
5.1 Pre-development assessment	4.72	0.53	Very High	4.67	0.35	Very High	4.62	0.67	Very High
5.2 Mid-development assessment	4.70	0.65	Very High	4.65	0.47	Very High	4.60	0.89	Very High
5.3 Post-development assessment	4.68	0.66	Very High	4.63	0.48	Very High	4.58	0.40	Very High

Table 26 (Continued)

	Suitability			Accuracy			Feasibility		
	$\bar{x}$	S.D.	Interpret		$\bar{x}$	S.D.	Interpret		$\bar{x}$
1. Principles	4.80	0.60	Very High	1. Principles	4.80	0.60	Very High	1. Principles	4.80
2. Objectives	4.78	0.58	Very High	2. Objectives	4.78	0.58	Very High	2. Objectives	4.78
3. Contents									
3.1 Module1: Student factors	4.75	0.65	Very High	4.70	0.38	Very High	4.65	0.50	Very High
3.2 Module2: Work Factors	4.72	0.56	Very High	4.68	0.77	Very High	4.63	0.89	Very High
3.3 Module3: Parental factors	4.70	0.78	Very High	4.65	0.40	Very High	4.60	0.31	Very High
3.4 Module4: Interpersonal factors	4.68	0.69	Very High	4.63	0.71	Very High	4.58	0.32	Very High
3.5 Module5: Occupational Demand Factors	4.65	0.40	Very High	4.60	0.52	Very High	4.55	0.63	Very High
4. Management Processes									
4.1 Self-Directed Learning	4.73	0.74	Very High	4.68	0.86	Very High	4.62	0.68	Very High
4.2 Practical Work Experience	4.70	0.355	Very High	4.65	0.57	Very High	4.60	0.40	Very High
4.3 Teaching Tasks	4.68	0.77	Very High	4.63	0.78	Very High	4.58	0.61	Very High
4.4. Case Study Learning	4.65	0.28	Very High	4.60	0.50	Very High	4.55	0.52	Very High
4.5 Collaborative Activities	4.62	0.40	Very High	4.58	0.51	Very High	4.53	0.73	Very High
5.Measurement and Evaluation									
5.1 Pre-development assessment	4.72	0.53	Very High	4.67	0.35	Very High	4.62	0.67	Very High
5.2 Mid-development assessment	4.70	0.65	Very High	4.65	0.47	Very High	4.60	0.89	Very High
5.3 Post-development assessment	4.68	0.66	Very High	4.63	0.48	Very High	4.58	0.40	Very High
Total	4.69	0.63	Very High	4.64	0.57	Very High	4.59	0.72	Very High

From table 25, it is pointed out that the plan to manage the occupational stress of physical education teachers in rural primary schools in Guangxi, including: 1) Principle, 2) Objective, 3) Content, 4) Management process, 5) Measurement and

Evaluation, and the suitability is very high ($\bar{x} = 4.69$), the accuracy is very high ($\bar{x}$ =4.64). Experts on the feasibility of the scheme also rated it very high ($\bar{x}$ =4.59).



CHAPTER V

Conclusion, Discussion of Results, and Recommendations

This chapter encompasses the research subjects, major findings, discussions, and recommendations aimed at addressing the issues.

1. Research objectives
2. Research results
3. Discussion
4. Suggestions and Recommendations

Research objectives

1. To study the occupational stressors of physical education teachers in rural primary schools in Guangxi.

2. To explore the current situation, desired situation and priority need of occupational stressors of physical education teachers in rural primary schools in Guangxi.

3. To develop a program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

Summary of results

The entire results of this research are reported according to the research questions sequence as follows:

(1) The situations of stressors occupational of physical education teachers in rural primary schools in Guangxi were 1) Student Situations; 2) Work Situations; 3) Parent Situations; 4) Interpersonal Relationship Situations; 5) Occupational Demand Situations.

(2) In the study of current, desired situation and need assessment of the occupational stress of physical education teachers in rural primary schools in Guangxi, the currents situations of occupational stressors in general was at the high level. The desired situations of occupational stress, includes 1) Interpersonal Relationship Situations, 2) Parent Situations, 3) Student Situations, 4) Work

Situations, 5) Occupational Demand Situations. It displays that physical education teachers in rural primary schools in Guangxi expected to relieve their occupational stress.

(3) The program on occupational stress management for physical education teachers under rural primary schools in Guangxi consisted of 5 components: 1) Principle, 2) Objectives, 3) Development activity content, 4) Management process, 5) Measurement and evaluation, and the appropriateness of the program was suitability, accuracy and feasibility at the Very high.

Discussion of Results

Through research on the occupational stress of physical education teachers in rural primary schools in Guangxi, researchers discussed the following findings:

Phase1: To study the occupational stressors of physical education teachers in rural primary schools in Guangxi. Through a review of literature and information as well as verification by five experts, they found that the components and indicators of occupational stress for physical education teachers in rural primary schools include five parts and 32 indicators. In the first stage, the research results show that the occupational stress of physical education teachers in rural primary schools in Guangxi includes five aspects: 1) Student conditions; 2) Work situation; 3) Parents' situation; 4) Interpersonal relationship situation; 5) Occupational demand situation.

Phase 2: To explore the current situation, desired situation and priority need of occupational stressors of physical education teachers in rural primary schools in Guangxi. The current overall situation is at a high level ($\bar{x} = 4.01$) . Through data analysis, it was found that all aspects are at a high level, with Work situation of the occupational stress of physical education teachers in rural primary schools in Guangxi at the highest level ($\bar{x}$ =4.29). Data analysis also revealed that expectations for various aspects of the occupational stress of physical education teachers in rural primary schools in Guangxi are at the low level ($\bar{x} = 1.92$) . Therefore, there is room for managing the occupational stress of physical education teachers in rural primary schools in Guangxi. This is similar to the proposal made by Wang Shiqing in her article " Research on the Sources of Professional Stress for Rural Primary School

Physical Education Teachers in China" in 2021 that the management of professional stress for rural primary school physical education teachers can be carried out from the aspects of interpersonal relationships, student conditions, work conditions, demand conditions and parent conditions. It is also basically consistent with the management strategies mentioned by Zhong Liping in her article " Management of Occupational Stress for Primary School Physical Education Teachers in Poverty-stricken Areas of Yunnan Province" in 2022: student management, work management, parent management and interpersonal relationship management. Therefore, it can be concluded that the requirements for improving the occupational stress of each component of physical education teachers in rural primary schools in Guangxi are similar. Each component of occupational stress of physical education teachers in rural primary schools in Guangxi has a similar level of improvement requirement. Consequently, the components of the occupational stress of physical education teachers in rural primary schools in Guangxi, including Student situations; Work situations; Parent situations; Interpersonal Relationship situations; Occupational Demand situations, have similar levels of developmental needs.

Phase 3: To develop a program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

The occupational stress of physical education teachers in rural primary schools in Guangxi encompass 5 components: 1) Principles, 2) Objectives, 3) Content, 4) Development Process, and 5) Measurement and Evaluation. These components consist of 5 modules: 1) Module 1: Student situations; 2) Module 2: Work situations; 3) Module 3: Parent situations; 4) Module 4: Interpersonal Relationship situations 5) Module 5: Occupational Demand situations. Module1: Student situations exhibited the highest suitability, with an average suitability score of 4.75. According to the research findings, the program comprises 5 crucial components: Principles, Objectives, Content, Management Process, and Measurement and Evaluation. Furthermore, the program is Consisits with the research resulty of Wang Guangming and Wei Qianping (2019), which identified key components of the plan, including basic concepts, principles, objectives, content, development methods, and evaluation. Consisits with the research resulty of Li Xiaodong's (2019) research explored the management of physical education teachers in rural primary schools in Guangxi

managing the occupational stress, with components including introduction, objectives, principles, plan components, detailed plan content for each module, and assessment and evaluation methods. The research findings indicate that the occupational stress of physical education teachers in rural primary schools in Guangxi are at a relatively low level, with high satisfaction among administrators regarding the program.

Recommendations

1. Recommendations on implementing research findings.

The research findings indicate that the occupational stress of physical education teachers in rural primary schools in Guangxi is generally at a high level, with the overall suitability of the physical education teachers in rural primary schools in Guangxi adaptation project reaching the high level ($\bar{x} = 4.69$). Therefore, it should be manage the occupational stress of physical education teachers in rural primary schools in Guangxi in all aspects, whether in Student situation, Work situation, Parent situation, Interpersonal relationship situation, or Occupational demand situation.

The overall suitability of managing the occupational stress of physical education teachers in rural primary schools in Guangxi project is highly appropriate. It aligns with the principles, objectives, content, development process, and evaluation methods. Therefore, it should be utilize these program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi.

In addition, the following points were made:

(1) Enhancing government support and policy refinement. This includes strengthening policy guidance, increasing financial inputs and improving the evaluation system.

(2) Optimise school management and support systems. This includes the implementation of democratic management, the provision of the necessary resources and the strengthening of psychological counselling.

(3) Enhancing the professional competence of physical education teachers. This includes strengthening professional training, encouraging pedagogical innovation and establishing learning communities.

(4) Enhance home-school co-operation and communication. This includes strengthening home-school communication, conducting parent-child activities and providing guidance on family education.

(5) Establishment of a social support network. This includes promoting the value of physical education, building volunteer teams and seeking corporate sponsorship.

2. Recommendations for future research

For future research, the researchers recommend the following:

(1) The development research of the program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi should adopt a variety of methods.

(2) The development of managing the occupational stress of physical education teachers in rural primary schools in Guangxi should be investigated among educational personnel in other contexts, such as educational administrators, department heads, educational consultants, or teachers.

(3) Research should be conducted with different population groups in various locations or other organizations with different contexts to ensure research comprehensiveness, clarity, and broader scope.

(4) Conduct a one-year study on the implementation of the occupational stress of physical education teachers in rural primary schools in Guangxi and utilize the research findings to further develop and improve the project.

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APPENDIX

Appendix A

Expert Group

Group 1: The components and indicators are tested by experts and the effecti veness of each component and indicator is tested by the project Consistency Index.

1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal Uni versity for Nationalities.

2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nat ion Normal College.

3) Prof.Dr.Wang Jinghao, College of Physical Education, South China Normal University.

4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal Uni versity.

Group 2: Experts review research and development tools to give their opinion on the consistency of the problem.

1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal Uni versity for Nationalities.

2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nat ion Normal College.

3) Prof.Dr.Wang Jinghao, College of Physical Education, South China Normal University.

4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal Uni versity.

Group 3: Experts review the procedures of the research program and give thei r opinion on the consistency of the problem.

1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal Uni versity for Nationalities.

2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nat ion Normal College.

3) Prof.Dr.Wang Jinghao, College of Physical Education, South China Normal University.

4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal Uni versity.

Group 4: : Experts assess the suitability, accuracy and feasibility of the projec t to enhance the dual qualification.

1) Prof. Meng Jun. Dean, School of Physical Education, Guangxi Normal Uni versity for Nationalities.

2) Prof. Dr. Huang Jianyi, Dean, School of Educational Sciences, Guangxi Nat ion Normal College.

3) Prof.Dr.Wang Jinghao, College of Physical Education, South China Normal University.

4) Prof. Dr. Li Zhiqing, College of Physical Education, Guilin College.

5) Prof. Dr. Han Fangting, School of Physical Education, Nanjing Normal Uni versity.

Appendix B

Research Tools

Assessment Form for Content Validity in Research: Physical Education Teachers in Rural Primary Schools in Guangxi Occupational stress Adjustment Program

Instruction

1. The components of the occupational stress of physical education teachers in rural primary schools in Guangxi reflected in this tool are derived from scholars with diverse academic backgrounds, offering perspectives, concepts, and theories on the physical education teachers in rural primary schools in Guangxi.

2. Please consider the consistency between each question and the defined criteria, which serve as guidelines for scoring.

4.51-5.00 When you determine that the question conformance with the definition is very high.

3.51-4.50 When you determine that the question conformance with the definition is high.

2.51-3.50 When you determine that the question conformance with the definition is medium.

1.51-2.50 When you determine that the question conformance with the definition is low.

1.00-1.50 When you determine that the question conformance with the definition is very low.

3. In cases where you believe that a question should be improved or modified in terms of language usage, please provide suggestions in the right-hand column of that specific question item. Alternatively, if you have any additional suggestions, please specify in the assessment form.

Best regards.

Pan Zhao

Educational Administration and Development Mahasarakham University

Occupational stress of teachers

The professional stress of teachers is a series of unpleasant emotional experiences produced by the stimulation of various internal and external environments in the process of teaching and research, which leads to adverse reactions of teachers to different degrees of psychology and physiology.

The occupational stress of physical education teachers in rural primary schools in Guangxi consist of 5 dimensions: 1) Student Situation; 2) Work Situation; 3) Parent Situation; 4) Interpersonal Relationship Situation; 5) Occupational Demand Situation.

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Component 1：Student Situation

The Student situation of the occupational stress of physical education teachers in rural primary schools in Guangxi refers to the various challenges and stressors arising from interactions with students, including student misbehavior, lack of motivation and interest in sports, difficulty in managing student relationships, disobedience to instructions, and incidents of accidental injuries during physical education classes. These situations significantly impact the workload, stress levels, and overall job satisfaction of physical education teachers in rural Guangxi.

Items	Current Situation and Desired Situation	Level of Indicator					Recommendation
		5	4	3	2	1	
1	Students are not polite to PE teachers.						
2	Students do not obey the discipline of PE class.						
3	It is difficult to deal with some students.						
4	Students lack motivation and interest in sports learning.						
5	Students disobey the teacher's instructions in PE class.						
6	Students have an accident in PE class.						
7	Students' discussion and criticism of PE teachers.						
8	Students have little common sense of sports, and they are slow to understand the movement in PE class						

Component 2：Work Situation

The Work situation of the occupational stress of physical education teachers in rural primary schools in Guangxi refers to the various challenges and stressors arising from their work environment and responsibilities. It encompasses the heavy workload, inadequate support from school leaders, excessive formal and informal checks, insufficient sports infrastructure, exposure to adverse weather conditions, the need to teach untrained curricula, limited opportunities for innovation, and the disparity between work load and compensation. These situations significantly impact the physical and mental well-being, job satisfaction, and overall effectiveness of physical education teachers in rural Guangxi.

Items	Current Situation and Desired Situation	Level of Indicator					Recommendation
		5	4	3	2	1	
1	In addition to normal teaching, physical education teachers must also organize and undertake morning exercises, recess exercises, school sports meetings and even after-school sports training, competitions, etc., the workload is large.						
2	It is difficult for PE teachers to be recognized by leaders.						
3	There are too many formal and informal checks from superiors.						
4	School leaders are not enough to support sports work.						
5	The school sports infrastructure is not perfect, can not carry out good physical education.						
6	Physical education teachers in the outdoor wind and sun for a long time.						
7	Physical education teachers have to teach their own untrained curriculum.						
8	More new ideas, but fewer opportunities to practice.						

Component 3：Parent Situation

The Parent situation refers to the various influences and stressors related to parents that impact the occupational stress of physical education teachers in rural primary schools in Guangxi. It encompasses parents' attitudes towards physical education, their level of support for their children's physical activities, their understanding of the role and importance of physical education teachers, as well as their communication and cooperation with teachers. This situation significantly affects the working environment and job satisfaction of physical education teachers, as it involves their interactions with parents and the challenges they face in gaining parental understanding and support for physical education in rural schools.

Items	Current Situation and Desired Situation	Level of Indicator					Recommendation
		5	4	3	2	1	
1	Parents only pay attention to the learning of children's cultural knowledge, not enough attention to children's sports learning.						
2	Parents do not understand the work of physical education teachers.						
3	The family in the behavior of individual students, do not support their work.						
4	Parents work outside to cause teachers and poor communication, students difficult to manage						

Component 4：Interpersonal Relationship Situation

The Interpersonal Relationship situation of the occupational stress of physical education teachers in rural primary schools in Guangxi refers to the various interactions and relationships that teachers have with their colleagues, supervisors, students' families, and the broader community. It encompasses the challenges and stressors arising from these interactions, such as difficult or unsupportive leadership, tense or competitive relationships with coworkers, lack of understanding or support from family members, and the overall social status and recognition of physical education teachers within the community. This situation significantly impacts the job satisfaction, emotional well-being, and overall occupational stress levels of rural primary school physical education teachers.

Items	Current Situation and Desired Situation	Level of Indicator					Recommendation
		5	4	3	2	1	
1	Difficult leaders.						
2	Coworkers are tense and competitive.						
3	The family does not understand, do not support their work.						
4	His family relations are not very harmonious.						

Component 5：Occupational Demand situation

The Occupational Demand situation of physical education teachers in rural primary schools in Guangxi refers to the specific requirements and expectations placed on these teachers in terms of their professional development, recognition, and working conditions. It encompasses various aspects such as the high evaluation requirements for professional titles, promotion difficulties, lack of a sense of achievement, insufficient personal insurance for physical injury and illness, limited opportunities for further study and education, and the lack of support and talk objects when encountering troubles. These situations not only impact the teachers' job satisfaction and motivation but also contribute to their overall occupational stress levels.

Items	Current Situation and Desired Situation	Level of Indicator					Recommendation
		5	4	3	2	1	
1	Physical education teachers have low social status.						
2	Knowledge changes with each passing day, some of their own can not keep up with the form.						
3	Physical education teachers pay disproportionate workload, there is a tendency to be less.。						
4	Physical education teacher title evaluation requirements are higher, promotion difficulties.						
5	Physical education teachers lack a sense of achievement.						
6	There is no personal insurance for physical injury and illness of physical education teachers.						
7	There are few opportunities for further study and further education.						
8	Lack of talk and help objects when you encounter trouble.						

Research Questionnaire Program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi

Instructions

This questionnaire is designed to better understand the occupational stress and work feelings of physical education teachers in rural primary schools in Guangxi. Your answers to each question in the questionnaire are not right or wrong. They are only used for research purposes and are filled out anonymously. It will not have any impact on the person filling in the questionnaire, and all filled-in content will be kept confidential. You Just choose the corresponding option according to your actual situation without too much thinking and scruples.

Your questionnaire answers will be of great significance to this research.

Part 1: General Information of Respondents

Part 2: Inquire about opinions on the current situation and desired situation of the occupational stress of physical education teachers in rural primary schools in Guangxi.

The responses are rated on a 5-point scale.

4.51 - 5.00 refers to the level of the current situation and desired situation of the occupational stress of physical education teachers in rural primary schools in Guangxi is very high.

3.51 - 4.50 refers to the level of the current situation and desired situation of the occupational stress of physical education teachers in rural primary schools in Guangxi is high.

2.51 - 3.50 refers to the level of the current situation and desired situation of the occupational stress of physical education teachers in rural primary schools in Guangxi is medium.

1.51 - 2.50 refers to the level of the current situation and desired situation of the occupational stress of physical education teachers in rural primary schools in Guangxi is low.

1.00 - 1.50 refers to the level of the current situation and desired situation of the occupational stress of physical education teachers in rural primary schools in Guangxi is very low.

The researcher hopes to receive your kindness and thanks you in advance for thi s opportunity.

Best regards.

Pan Zhao

Educational Administration and Development M

ahasarakham University

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Part 1: General Information of Respondents

1. What is your gender?

□Male □Female

2. Your age:

□25 years old and below □26-35 years old

□36-45 years old □46 years old and above

3. Your marital status:

□ Single □ Married

4. Your education:

□ Technical secondary school or below □ College

□ Undergraduate □ Master

5. Your teaching experience:

□5 years and below □6-15 years

□16-25 years □26 years and above

6. Your professional title:

□ No professional title □ Third-level teacher

□ Second-level teacher □ First-level teacher and above

7. Nature of your position:

□ Official teacher on staff □ Non-staff teacher

8. Are you a full-time physical education teacher:

□Yes □No

9. Do you serve as a class teacher:

□Yes □No

10. The stage you teach (you can select multiple):

□First grade □Second grade □Third grade

□Fourth grade □Fifth grade □Sixth grade

11. Will you continue to work after get off work:

□Yes □No

12. Have you participated in relevant vocational training in the past 3 years:

□Yes □No

13. Your average monthly income:

□2,000 yuan and below □2,001-3,500 yuan and below

□3,501-5,000 yuan □More than 5001 yuan

Part 2: Inquire about opinions on the current situation and desired situationo f the the occupational stress of physical education teachers in rural primary schoo ls in Guangxi. The responses are rated on a 5-point scale.

Current competency level					Components of the occupational stress of physical education teachers in rural primary schools in Guangxi	Desired competency level				
5	4	3	2	1		5	4	3	2	1
					1. Student Situation					
					Students are not polite to PE teachers.					
					Students do not obey the discipline of PE class.					
					It is difficult to deal with some students.					
					Students lack motivation and interest in sports learning.					
					Students disobey the teacher's instructions in PE class.					
					Students have an accident in PE class.					
					Students' discussion and criticism of PE teachers.					
					Students have little common sense of sports, and they are slow to understand the movement in PE class					
					2. Work Situation					
					In addition to normal teaching, physical education teachers must also organize and undertake morning exercises, recess exercises, school sports meetings and even after-school sports training, competitions, etc., the workload is large.					
					It is difficult for PE teachers to be recognized by leaders.					
					There are too many formal and informal checks from superiors.					
					School leaders are not enough to support sports work.					
					The school sports infrastructure is not perfect, can not carry out good physical education.					
					Physical education teachers in the outdoor wind and sun for a long time.					
					Physical education teachers have to teach their own untrained curriculum.					
					More new ideas, but fewer opportunities to practice.					

Current competency level					Components of the occupational stress of physical education teachers in rural primary schools in Guangxi	Desired competency level				
5	4	3	2	1		5	4	3	2	1
					3. Parent Situation					
					Parents only pay attention to the learning of children's cultural knowledge, not enough attention to children's sports learning.					
					Parents do not understand the work of physical education teachers.					
					The family in the behavior of individual students, do not support their work.					
					Parents work outside to cause teachers and poor communication, students difficult to manage					
					4. Interpersonal Relationship Situation					
					Difficult leaders.					
					Coworkers are tense and competitive.					
					The family does not understand, do not support their work.					
					His family relations are not very harmonious.					
					5. Occupational Demand situation					
					Physical education teachers have low social status.					
					Knowledge changes with each passing day, some of their own can not keep up with the form.					
					Physical education teachers pay disproportionate workload, there is a tendency to be less.。					
					Physical education teacher title evaluation requirements are higher, promotion difficulties.					
					Physical education teachers lack a sense of achievement.					
					There is no personal insurance for physical injury and illness of physical education teachers.					
					There are few opportunities for further study and further education.					
					Lack of talk and help objects when you encounter trouble.					

Research Proposal Program to manage the occupational stress of physical education teachers in rural primary schools in Guangxi

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Instructions

1. The purpose of this questionnaire is to solicit the opinions of education administrators and school administrators on the best practices for managing the occupational stress of physical education teachers in rural primary schools in Guangxi.

2. The information gathered from this questionnaire will be used to develop a program for managing the occupational stress of physical education teachers in rural primary schools in Guangxi.

3.This questionnaire is divided into 2 parts as follows:

Part 1: General information of the respondents.

Part 2: Questionnaire items.

The researcher hopes to receive your kindness and thanks you in advance for this opportunity.

Best regards.

Pan Zhao

Educational Administration and Development Mahasarakham University

Part 1: General information of the respondents.

Name of the respondent: .....

Title: .....

Location of the interview: .....

Data of the interview: .....

Interviewer: .....

Part 2: Questionnaire items.

How to manage the occupational stress of physical education teachers in rural primary schools in Guangxi?

1. What principles should guide the development of the occupational stress of physical education teachers in rural primary schools in Guangxi?

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2. What is the objectives of the occupational stress of physical education teachers in rural primary schools in Guangxi?

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3. What activity can be used to manage the occupational stress of physical education teachers in rural primary schools in Guangxi?

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4. What component in the project to manage the occupational stress of physical education teachers in rural primary schools in Guangxi?

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5. Do you agree to adopt a 70:20:10 learning model to manage the occupational stress of p hysical education teachers in rural primary schools in Guangxi, and what principles should be f ollowed?

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6. What methods can be used to manage the occupational stress of physical education teac hers in rural primary schools in Guangxi?

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7. How to manage the occupational stress of physical education teachers in rural primary schools in Guangxi? What time frame should be used to develop this skill?

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8. How to manage the Stundet situation of the occupational stress of physical education te achers in rural primary schools in Guangxi? What time frame should be used to develop this sk ill?

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9. How to manage the Work situation of the occupational stress of physical education teac hers in rural primary schools in Guangxi? What time frame should be used to develop this skill ?

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10. How to manage the Parent situation of the occupational stress of physical education te achers in rural primary schools in Guangxi? What time frame should be used to develop this sk ill?

.....

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11. How to manage the Interpersonal relastionship situation of the occupational stress of p hysical education teachers in rural primary schools in Guangxi? What time frame should be use d to develop this skill?

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12. How to manage the Occupational Demand situation of the occupational stress of physi cal education teachers in rural primary schools in Guangxi? What time frame should be used to develop this skill?

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13. How to measure and evaluate the project of managing the occupational stress of physi cal education teachers in rural primary schools in Guangxi

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Thank you for collaborating in the interview.

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Assessment form of managing the occupational stress of physical education t eachers in rural primary schools in Guangxi

Assessment form of managing the occupational stress of physical education teach ers in rural primary schools in Guangxi, this is an assessment tool, The aim is to impro ve the competency of Double-Qualified teachers in local applied universities. This eval uation form is designed to assess the suitability, accuracy and feasibility of the develop ed project. This evaluation form is divided into the following 2 parts:

Part 1: General Information of the occupational stress of physical education teach ers in rural primary schools in Guangxi

Part 2: Evaluation of the suitability, accuracy and feasibility evaluation of the the occupational stress of physical education teachers in rural primary schools in Guangxi.

Instructions: Please read each statement carefully, then tick the box (□) as to wheth er you think the program is suitable for managing the occupational stress of physical e ducation teachers in rural primary schools in Guangxi, using the following evaluation c riteria, divided into the following 5 levels:

4.51 - 5.00 refers to suitability, accuracy and feasibility as very high 3.51 - 4.50 refe rs to suitability, accuracy and feasibility as high

2.51 - 3.50 refers to suitability, accuracy and feasibility as a medium 1.51 - 2.50 ref ers to suitability, accuracy and feasibility as low

1.00 - 1.50 refers to suitability, accuracy and feasibility as very low

The researcher hopes to receive your cooperation and would greatly

appreciate your valuable collaboration on this occasion. Thank you for your kind c
ooperation and support.

Best regards.

Pan Zhao

Educational Administration and Development M
ahasarakham University



Part 1: General Information of Qualified Personnel

Name of the respondent completing the assessment form: .....

Current position title: .....

Current position held: .....

Workplace location:.....

Interviewer:.....

Part 2: Evaluation of the suitability and feasibility evaluation of the occupational str ess of physical education teachers in rural primary schools in Guangxi

Instructions: Please mark (√) the appropriate score in the box that you believe is suitable.

	Suitability					**Accuracy**					**Feasibility**				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1. Principles															
2. Objectives															
3. Contents															
3.1 Module1: Student situations															
3.2 Module2: Work situations															
3.3 Module3: Parental situations															
3.4 Module4: Interpersonal situations															
3.5 Module5: Occupational Demand situat ions															
4. Development Processes															
4.1 Self-Directed Learning															
4.2 Practical Work Experience															
4.3 Teaching Tasks															
4.4. Case Study Learning															
4.5 Collaborative Activities															
5.Measurement and Evaluation															
5.1 Pre-development assessment															
5.2 Mid-development assessment															
5.3 Post-development assessment															

Signature: ..... Evaluator

Appendix C

Instrument Validation

Index of Content Validity (IOC) of managing the occupational stress of physical education teachers in rural primary schools in Guangxi

Table 1: Results of Content Validity Assessment (IOC) of the Questionnaire for Research on the Enhancement Program for managing the occupational stress of physical education teachers in rural primary schools in Guangxi

Items	Expert Opinion Levels					∑R	IOC
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
1.Student Situation							
(1)Students are not polite to PE teachers.	1	1	1	1	1	5	1.00
(2)Students do not obey the discipline of PE class.	1	1	1	1	1	5	1.00
(3)It is difficult to deal with some students.	1	1	1	1	1	5	1.00
(4)Students lack motivation and interest in sports learning.	1	1	1	1	1	5	1.00
(5)Students disobey the teacher's instructions in PE class.	1	1	1	1	1	5	1.00
(6)Students have an accident in PE class.	1	1	1	1	1	5	1.00
(7)Students' discussion and criticism of PE teachers.	1	1	1	1	1	5	1.00

Table 1 (Continued)

Items	Expert Opinion Levels					∑R	IOC
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
1.Student Situation							
(8)Students have little common sense of sports, and they are slow to understand the movement in PE class	1	1	1	1	1	5	1.00
2.Work Situation							
(9)In addition to normal teaching, physical education teachers must also organize and undertake morning exercises, recess exercises, school sports meetings and even after-school sports training, competitions, etc., the workload is large.	1	1	1	1	1	5	1.00
(10)It is difficult for PE teachers to be recognized by leaders.	1	1	1	1	1	5	1.00
(11)There are too many formal and informal checks from superiors.	1	1	1	1	1	5	1.00
(13)School leaders are not enough to support sports work.	1	1	1	1	1	5	1.00
(13)The school sports infrastructure is not perfect, can not carry out good physical education.	1	1	1	1	1	5	1.00
(14)Physical education teachers in the outdoor wind and sun for a long time.	1	1	1	1	1	5	1.00
(15)Physical education teachers have to teach their own untrained curriculum.	1	1	1	1	1	5	1.00
(16)More new ideas, but fewer opportunities to practice.	1	1	1	1	1	5	1.00

Table 2: Reliability analysis of the current situation and feasibility of the occupational stress of physical education teachers in rural primary schools in Guangxi.

Items	Correlation coefficient (rxy)		Items	Correlation coefficient (rxy)	
	Current Situation	Desired Situation		Current Situation	Desired Situation
1	0.985	0.964	17	0.985	0.966
2	0.984	0.965	18	0.985	0.965
3	0.985	0.966	19	0.986	0.965
4	0.985	0.965	20	0.984	0.966
5	0.984	0.965	21	0.985	0.965
6	0.985	0.964	22	0.986	0.964
7	0.984	0.966	23	0.985	0.965
8	0.986	0.965	24	0.985	0.965
9	0.985	0.966	25	0.986	0.965
10	0.986	0.965	26	0.986	0.964
11	0.984	0.965	27	0.985	0.965
12	0.985	0.964	28	0.985	0.965
13	0.985	0.965	29	0.975	0.960
14	0.956	0.947	30	0.962	0.986
15	0.942	0.967	31	0.974	0.984
16	0.953	0.923	32	0.938	0.985

Table 3: Reliability of the Current Situation Questionnaire

Reliability Statistics	
Cronbach's Alpha Coefficient (Current situation)	N of Items
0.965	32

Table 4: Reliability of the Desirability Questionnaire

Reliability Statistics	
Cronbach's Alpha Coefficient (Desired Situation)	N of Items
0.985	32

Appendix D

Program to manage the Occupational stress of Physical Education Teachers in Rural Primary Schools in Guangxi

PREFACE

This program is designed to manage the occupational stress of physical education teachers in rural primary schools in Guangxi. Entitled " A Program on Occupational Stress Management For Physical Education Teachers Under Rural Primary Schools in Guangxi" it aims to serve as a comprehensive framework to address the unique challenges faced by these educators, fostering their well-being and enhancing their professional resilience.

The contents of this book are divided into two main parts: the part 1 is the introduction, which includes principles, objectives, content, development principles, as well as assessment and evaluation methods. The part 2 is the program to relieve the occupational stress of physical education teachers in rural primary schools in Guangxi, which will elaborate on each module, including Module 1: Student situation, Module 2: Work situation, Module 3: Parent situation, Module 4: Interpersonal relationship situation and Module 5: Occupational Demand situation. This includes a table for the development of managing the occupational stress of physical education teachers in rural primary schools in Guangxi and an evaluation table for development (before and after development).

This program aims to empower rural PE teachers in Guangxi by equipping them with actionable strategies to mitigate occupational stress. Schools, educational institutions, and policymakers are encouraged to adopt this guide to create supportive environments that prioritize teacher well-being. By addressing both individual and systemic stressors, this initiative seeks to enhance job satisfaction, improve teaching quality, and ultimately benefit students' holistic development in rural communities.

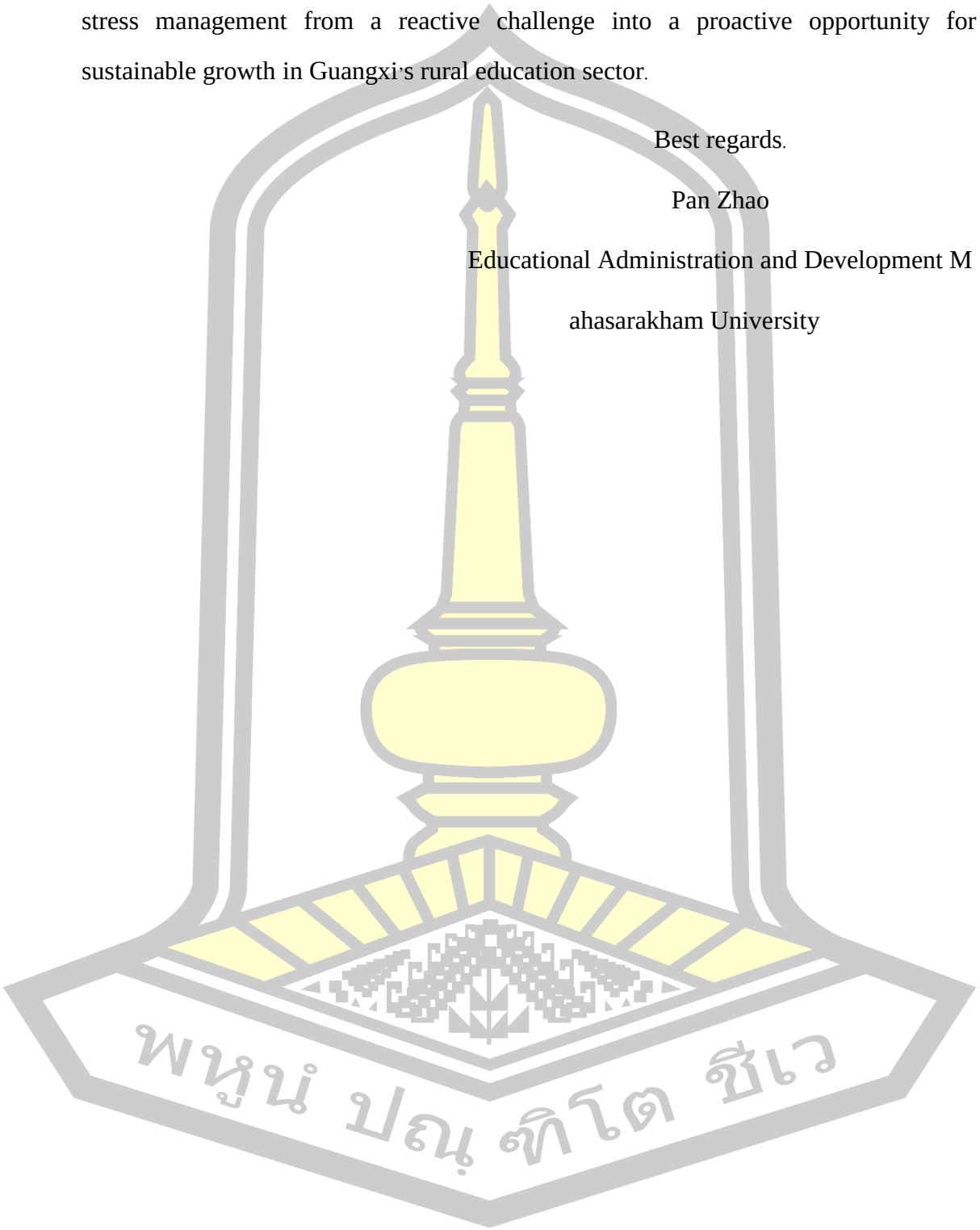
Through collaborative implementation, we aspire to transform occupational stress management from a reactive challenge into a proactive opportunity for sustainable growth in Guangxi's rural education sector.

Best regards.

Pan Zhao

Educational Administration and Development M

ahasarakham University



Part 1

Introduction

Principles

The occupational stress of physical education teachers in rural primary schools in Guangxi is mainly caused by student population, working population, parent occupational situations, related situations and occupational demand population. In view of the above reasons that lead to the stress of physical education teachers in rural primary schools in Guangxi, leaders of rural primary schools in Guangxi should strengthen the improvement of the professional abilities of physical education teachers to manage occupational stress, mainly from the professional knowledge, skills, psychology, personal development and Improve children's management capabilities and other aspects to alleviate occupational stress in teaching and life. The training method can quickly and effectively improve the professional abilities of physical education teachers in rural primary schools in Guangxi. At present, our country and various regions have training courses or correspondence primary schools to improve teachers' abilities. Therefore, rural areas in Guangxi can provide stable and innovative proposals in accordance with the "National Rural Primary School Teacher Training Plan" and the "Guangxi Rural Primary School Teacher Training Plan" This paper proposes an occupational stress management strategy for physical education teachers in rural primary schools in Guangxi, based on the principle of doing a good job in the occupational stress of physical education teachers in rural primary schools in Guangxi.

Obejctives

Enhance understanding of the principles of managing the occupational stress of physical education teachers in rural primary schools in Guangxi.

Under the supervision of relevant educational administrators, cultivate the capabilities of managing the occupational stress of physical education teachers in rural primary schools in Guangxi. This includes 5 areas: 1) Student situations, 2) Work situations, 3) Parent situations, 4) Interpersonal Relationship situations, 5) Occupational Demand situation.

To ensure that the physical education teachers in rural primary schools in Guangxi receiving training managing their occupational stress enhance job satisfaction, improve teaching quality, and ultimately benefit students' holistic development in rural communities.

Content

Program to occupational stress management of physical education teachers in rural primary schools in Guangxi has content scope divided in to 5 modules include:

Module 1: Student Situation

This module covers the professional knowledge, skills and abilities of physical education teachers in the process of teaching, professional knowledge thinking ability, critical thinking and problem-solving ability; at the same time, physical education teachers should strengthen their ability to cultivate students' good behavior habits, manage class discipline, and mobilize students' enthusiasm. Physical education teachers should improve their ability to deal with students through training, guide students to participate in sports activities safely in physical education classes, and more importantly, improve their ability to resist stress and their psychological ability to withstand stress. Having positive beliefs and attitudes, correct values, and the ability to deeply understand how physical education courses are suitable for rural

primary school students, and impart knowledge to students, the ability to diagnose student behavior, communicate and develop students' self and potential, and be able to manage their emotions will help their teaching succeed and alleviate the occupational stress brought by student situations.

Module 2: Work Situation

The content of this module is about the reasons why work situations cause occupational stress for primary school physical education teachers in rural areas of Guangxi. It mainly starts from how primary school physical education teachers in rural areas of Guangxi can handle the relationship between teaching and non-teaching work and how to effectively improve their work efficiency. At the same time, part-time physical education teachers should strengthen their learning of sports professional skills and improve their professional and technical level; full-time physical education teachers need to strengthen theoretical learning, adapt to the new educational concepts of the moment, integrate new knowledge and new concepts, and teach them to students; finally, physical education teachers should strengthen their ability to summarize their work, combine practice with theoretical knowledge, and effectively demonstrate their work while leading the training team, so as to be recognized by the school and sports management departments. This will help improve the overall level of primary school physical education teachers in rural areas of Guangxi and manage their own occupational stress.

Module 3: Parent Situation

The content of this module is about the impact of parent situations on the improvement of occupational stress management level of physical education teachers in rural primary schools in Guangxi. Family education is an important part of student education. The words and deeds of students' parents can directly affect students, so

teachers need to communicate with parents in a timely and effective manner. Physical education teachers should master the skills of communicating with students' parents, maintain respect for students' parents, and master the personal situation of students and the basic situation of students' families; physical education teachers should also learn to be good at listening to the wishes expressed by students' parents. When there are different opinions, they should guide them in different ways. When communicating with students' parents, teachers should learn to be people-oriented and use their own knowledge and personality to infect parents. No matter what type of children and parents, teachers need to understand and pay attention to them with love. Physical education teachers should build a bridge between students and parents to better serve students and better achieve the goals of physical education in rural primary schools in Guangxi, so that students' parents can support the cause of physical education, understand the difficulties of physical education teachers, and alleviate the occupational stress of physical education teachers in rural primary schools.

Module 4: Interpersonal Ralationship Situation

The content of this module is about the impact of interpersonal situations on the improvement of occupational stress management level of Guangxi rural primary school physical education teachers. It mainly starts from courses and special lectures on how to deal with interpersonal relationships, improves Guangxi rural primary school physical education teachers to deal with relationships with leaders, colleagues and families, improves professional skills, stabilizes unstable emotions caused by interpersonal relationships, and manages psychological stress. It is mainly carried out in the form of expert lectures and psychological counseling.

Module 5: Occupational Demand Situation

This module is about the impact of occupational demand situations on the improvement of occupational stress management level of primary school physical education teachers in rural Guangxi. It mainly considers how to improve the professional titles, academic qualifications, skill levels, economic income and social status of primary school physical education teachers in rural Guangxi, improve the self-confidence of physical education teachers, enhance their sense of accomplishment, and improve their stress resistance from the aspects of their own occupational safety and psychology, which is conducive to better devoting themselves to the cause of physical education, enriching their own teaching methods, reducing their own physical injuries, etc., and managing psychological stress. It is mainly carried out through course learning, expert lectures, psychological counseling and seminars.

Development Process

Development Principles

From studying and analyzing academic literature and documents, the concept of learning has been formulated according to the 70:20:10 model. This concept was introduced by Lawson (2008), and further elaborated upon by Phurivat Wannichawasin (2016), Sutham Thammathatsana (2019). It comprises three essential components of learning:

(1) 70% Learn by Experience

It pertains to a mode of learning derived from direct experiential engagement within authentic workplace settings or practical fieldwork. This avenue empowers educational administrators with the capacity to expeditiously acquire insightful understandings. The adept acquisition of knowledge from such experiences subsequently culminates in efficacious learning, as administrators internalize theseexperiences into their cognitiv

e repertoire and behavioral repertoire, effectively serving as a conduit between practica l application and theoretical frameworks. This methodological approach fosters the cult ivation of novel experiential realms or proficiencies, thereby augmenting the efficacy o f educational administrators' professional responsibilities. The tools employed for perso nnel development underpinned by this learning paradigm transcend conventional classr oom-based instructional modalities.

(2) 20% Learn by Others

This represents a learning modality known as "Learn by Others," wherein indivi duals acquire knowledge and skills not exclusively through direct supervision or author ity but rather from their peers within or across organizational units. This collaborative l earning approach may unfold in informal or structured environments, fostering dialogu es, consultations, and the exchange of information. Such interactions hinge upon robust interpersonal relationships, necessitating active engagement, coordinated discussions, and the sharing of perspectives at opportune junctures among multiple parties. The dev elopmental tools deployed within this framework transcend conventional classroom-ba sed training methodologies.

(3) 10% Learn by Courses

It represents a blended learning approach that integrates traditional classroom i nstruction with non-classroom methods, incorporating diverse learning modalities inclu ding e-learning platforms and various instructional materials. This method entails acces sing pre-designed programs or courses, which are deemed essential and indispensable f or professional development. It stands as a significant developmental format, facilitatin g learners' active involvement in experiential learning and ensuring the genuine assimil ation and application of acquired knowledge.

2 Methods/Development Activities

The methods to alleviate occupational stress for rural primary school physical education teachers in Guangxi are as follows:

(**1**) **70% Learning from Experience** utilizing a duration of 105 hours, employing the following development methods:

A. Self-Directed Learning (35 hours)

1) Simulate classroom management scenarios (e.g., handling student conflicts during PE classes). (Module 1: Student situation, 6 hours)

2) Practice diagnosing student behavior and developing individualized support plans. (Module 1: Student situation, 5 hours)

3) Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks). (Module 2: Work situation, 4 hours)

4) Self-reflect on integrating new educational concepts into lesson plans. (Module 2: Work situation, 4 hours)

5) Role-play parent-teacher communication scenarios (e.g., addressing safety concerns in sports activities). (Module 3: Parent situation, 5 hours)

6) Develop a parent engagement toolkit for rural families. (Module 3: Parent situation, 2 hours)

7) Maintain an emotion management journal to track stress triggers. (Module 4: Interpersonal relationship situation, 2 hours)

8) Practice conflict resolution techniques with colleagues. (Module 4: Interpersonal relationship situation, 1 hours)

9) Design and implement a personal career development plan (e.g., pursuing advanced certifications). (Module 5: Demand situation, 3 hours)

10) Innovate low-resource PE teaching methods suitable for rural settings. (Module 5: Demand situation, 3 hours)

B. Practical Work Experience (50 hours)

1) Lead student safety drills in PE classes to build stress resilience. (Module 1: Student situation, 12 hours)

2) Participate in school sports event planning to improve multitasking skills. (Module 2: Work situation, 10 hours)

3) Organize parent-teacher sports days to foster collaboration. (Module 3: Parent situation, 8 hours)

4) Collaborate with school leaders to address workplace relationship challenges. (Module 4: Interpersonal relationship situation, 10 hours)

5) Mentor junior teachers to enhance leadership and reduce isolation. (Module 5: Demand situation, 10 hours)

C. Teaching Tasks (20 hours)

1) Observe experienced teachers managing large PE classes. (Module 1: Student situation, 6 hours)

2) Conduct peer evaluations of lesson plans for efficiency. (Module 2: Work situation, 4 hours)

3) Host student-parent joint activities to practice communication. (Module 3: Parent situation, 4 hours)

4) Seek feedback from colleagues on interpersonal interactions. (Module 4: Interpersonal relationship situation, 3 hours)

5) Develop a portfolio showcasing teaching innovations for career advancement. (Module 5: Demand situation, 3 hours)

(**2**) **20% Learning by Others** utilizing a duration of 30 hours, employing the following development methods:

A. Case Study Learning (18 hours)

1) Analyze case studies on student injury prevention in rural PE classes. (Module 1: Student situation, 5 hours)

2) Share strategies for reducing administrative burdens in small schools. (Module 2: Work situation, 4 hours)

3) Discuss successful parent-teacher collaboration models. (Module 3: Parent situation, 4 hours)

4) Workshop solutions for resolving conflicts with school leadership. (Module 4: Interpersonal relationship situation, 3 hours)

5) Review case studies on rural teacher career progression. (Module 5: Demand situation, 2 hours)

B. Collaborative Activities (12 hours)

1) Peer coaching sessions on student motivation techniques. (Module 1: Student situation, 3 hours)

2) Cross-departmental brainstorming on resource optimization. (Module 2: Work situation, 3 hours)

3) Community-based focus groups with parents. (Module 3: Parent situation, 2 hours)

4) Team-building exercises to strengthen colleague trust. (Module 4: Interpersonal relationship situation, 2 hours)

5) Regional teacher networks for sharing professional development opportunities. (Module 5: Demand situation, 2 hours)

(**3**) **10% Learning by Courses** utilizing a duration of 15 hours, employing the following development methods:

1) Course: "Positive Psychology for Student Engagement" (Module 1: Student situation, 4 hours)

2) Expert Lecture: "Time Management for Rural Educators" (Module 2: Work situation, 3 hours)

3) Workshop: "Effective Communication with Rural Families" (Module 3: Parent situation, 3 hours)

4) Psychological Counseling Session: "Emotional Regulation Techniques" (Module 4: Interpersonal relationship situation, 3 hours)

5) Seminar: "Career Pathway Planning for Rural PE Teachers" (Module 5: Demand situation, 2 hours)

Measurement and Evaluation

Pre-development evaluation

Analyzing the occupational stressors of physical education teachers in rural primary schools in Guangxi via a comprehensive literature review and conducting an evaluation of the managing the occupational stress of physical education teachers in rural primary schools in Guangxi prior to further development.

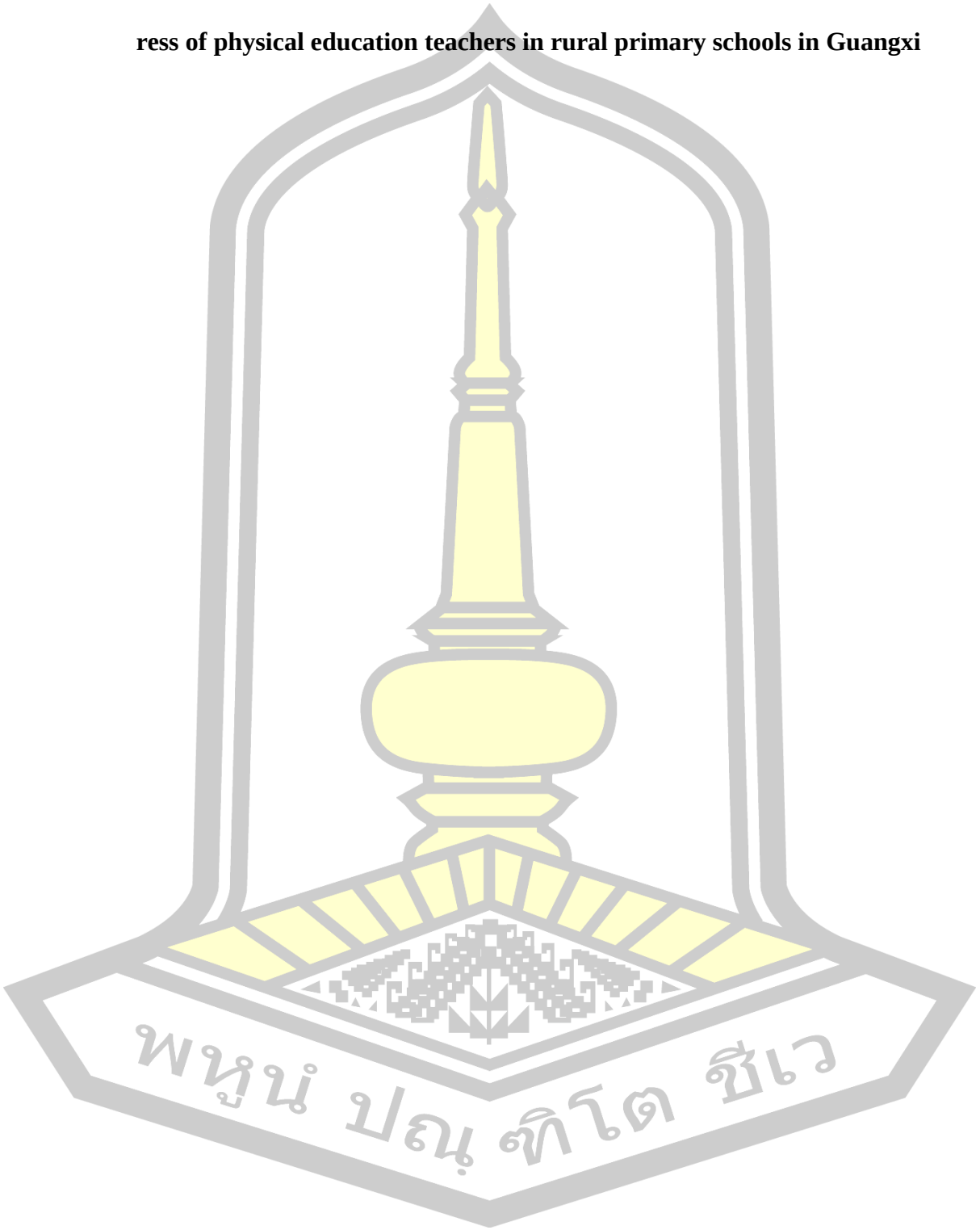
Evaluation during development

During the development phase, the evaluation activities encompass group activities, learning exchange assessments, and satisfaction assessments of the development activities, utilizing satisfaction evaluation forms.

Post-development evaluation

Following the development phase, it is imperative to evaluate the present status and anticipated standards of managing the occupational stress of physical education teachers in rural primary schools in Guangxi within local applied rural primary schools.

Part 2 Detailed course content of the program to manage the occupational st ress of physical education teachers in rural primary schools in Guangxi



Module 1

Student Situation **Duration of 30 hours**

Principles

The objectives of addressing the Student situation to manage occupational stress f or physical education teachers in rural primary schools in Guangxi are to: Empower ph ysical education teachers with the skills and strategies necessary to effectively manage and engage with students, thereby reducing stress related to student behavior and perfo rmance. By improving teachers' abilities to understand student needs, motivate diverse l earners, and create a supportive and inclusive classroom environment, we aim to enhan ce the overall well-being and job satisfaction of rural physical education teachers. This will ultimately lead to improved student outcomes in physical education, fostering heal thy lifestyles and promoting the comprehensive development of rural youth.

Objectives

The objectives of the program aimed at managing occupational stress for physical education teachers in rural primary schools in Guangxi are to comprehensively addres s the stress situations affecting these teachers, including student situations, work situati ons, parent situations, interpersonal relationship situations, and occupational demand si tuations. The program aims to enhance teachers' professional abilities, improve their str ess management skills, and ultimately reduce their occupational stress levels. By doing so, the program seeks to cultivate a resilient and effective educator workforce that can better serve students and contribute to the overall development of rural education in Gu angxi.

Contents

Student situations are one of the important reasons that affect the occupational stress of physical education teachers in rural primary schools in Guangxi. In order to improve the level of occupational stress management of physical education teachers in rural primary schools in Guangxi, physical education teachers in rural primary schools in Guangxi need to understand student needs: teachers should have a deep understanding of students' interests, abilities and needs in order to design teaching plans suitable for them. This can not only improve the quality of teaching, but also reduce the stress caused by the inability to adapt to the teaching content. Establish a good teacher-student relationship: By establishing a relationship of trust and respect with students, teachers can better manage classroom order and reduce discipline problems, thereby reducing stress. Differentiated teaching: Due to the different abilities and interests of students, teachers can meet the needs of different students through differentiated teaching methods and avoid the stress caused by a single teaching method. Psychological counseling and emotional support: teachers should pay attention to students' mental health, promptly discover and solve the problems they encounter in learning and life, and provide necessary psychological counseling and emotional support. Continuous learning and professional development: teachers should constantly learn new teaching methods and theories, improve their professional literacy, and cope with various challenges in teaching. Reasonable arrangement of work and rest time: teachers should pay attention to the combination of work and rest, arrange work and rest time reasonably, and avoid the accumulation of stress caused by excessive fatigue. Utilize modern educational technology: With the help of modern educational technology, such as multimedia teaching, online resources, etc., we can enrich teaching content, improve teaching efficiency and reduce work stress.

Student situations directly affect the occupational stress of primary school physical education teachers in rural Guangxi. Teachers can improve their class

management and student handling abilities by learning the following courses and methods, thereby alleviating occupational stress and improving their occupational stress management level. First, learning educational psychology. By learning educational psychology, teachers can understand students' psychological development characteristics and behavioral motivations, so as to better understand and guide students and establish a harmonious teacher-student relationship. Second, learning class management. Specialized class management courses can help teachers master effective management skills, such as formulating class rules, organizing class activities, and handling student conflicts, so as to maintain good classroom order; third, learning physical education teaching methods. Learning physical education teaching methods can allow teachers to understand how to design teaching content according to students' age and physical characteristics, stimulate students' learning interest, and improve classroom teaching effects. Fourth, learning communication skills. Good communication skills are an important tool for dealing with teacher-student relationships. Teachers can learn how to communicate effectively with students, resolve conflicts, and enhance understanding and trust between teachers and students through relevant courses. Fifth, team building and leadership. Through team building and leadership training, teachers can learn how to motivate students, cultivate team spirit, and make the class more cohesive. Sixth, student evaluation and feedback: learning how to conduct scientific evaluation and feedback on students can help teachers understand students' learning situation and psychological situation in a timely manner and take corresponding measures to adjust. Seventh, laws, regulations and professional ethics: learning relevant laws, regulations and professional ethics can make teachers more fair and reasonable when dealing with student problems and avoid unnecessary disputes. Through the study of the above courses, the occupational stress brought to primary school physical education teachers in rural Guangxi by student situations can be effectively alleviated.

Development process

Development Method	Development Activities (30 hours)
Learning by Experience: **20** hours	
Self-Directed Learning (8 hours)	3) Analyze case studies on student injury pr evention in rural PE classes. (**4** hours) 4) Practice diagnosing student behavior and developing individualized support plans. (**4** hours)
Practical Work Experience (8 hours)	Lead student safety drills in PE classes to b uild stress resilience.
Teaching Tasks (4 hours)	Observe experienced teachers managing lar ge PE classes.
Learning by Others: **5** hours	
Case Study Learning (**3** hours)	Analyze case studies on student injury prev ention in rural PE classes.
Collaborative Activities (**2** hours)	Peer coaching sessions on student motivatio n techniques.
Learning by Courses: 5 hours	
Course (5 hours)	"Positive Psychology for Student Engagem ent"

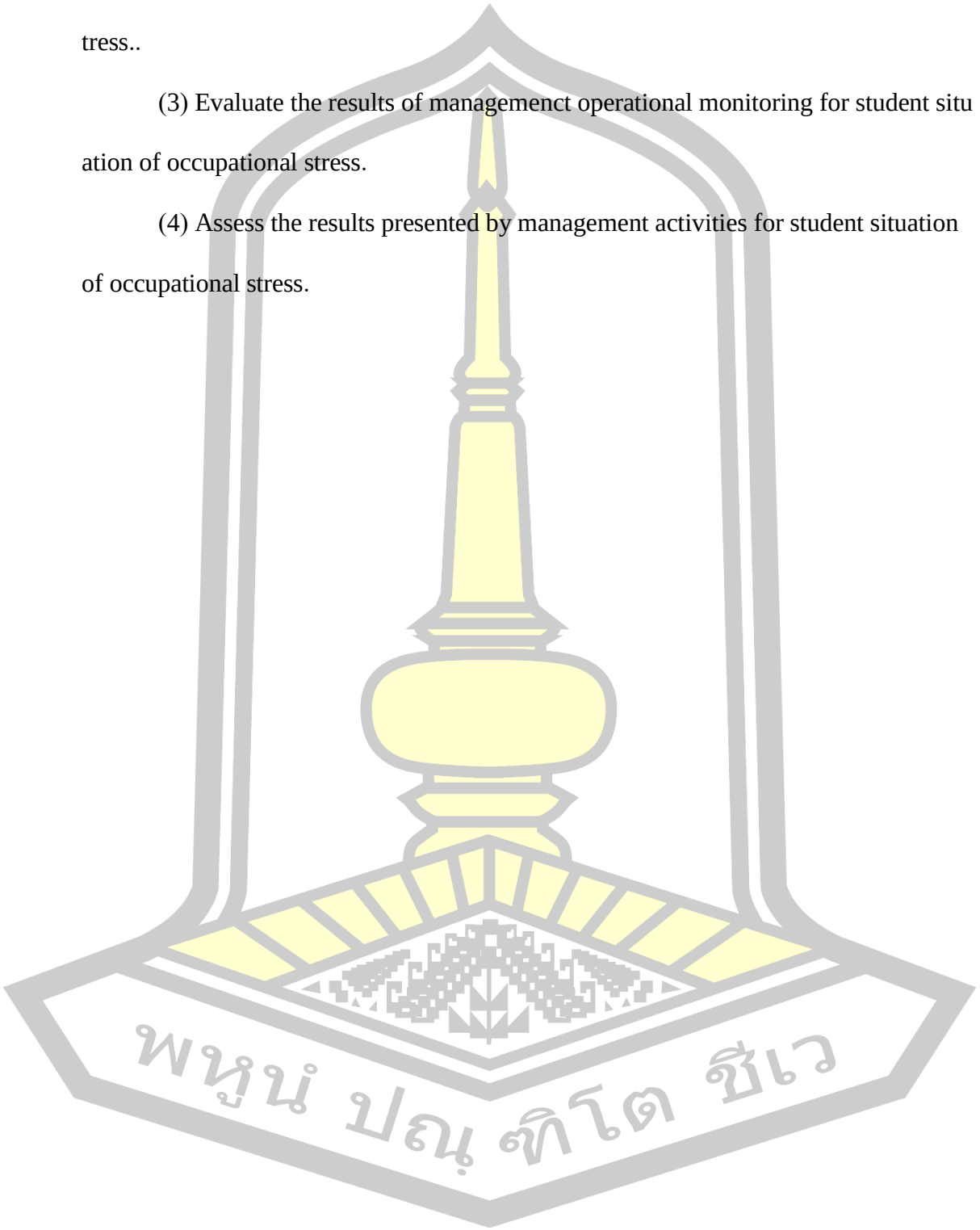
Measurement and Evaluation

(1) Evaluate the results of guideline communication for student situation of occ upational stress.

(2) Assess the project's management plan for student situation of occupational s tress..

(3) Evaluate the results of managemenct operational monitoring for student situ ation of occupational stress.

(4) Assess the results presented by management activities for student situation of occupational stress.



Activity 1: Student Situation

Instructions: Gather everyone to discuss each topic as specified and summarize the learning exchange.

1. Why is student situation so important in the occupational stress of physical education teachers in rural primary schools in Guangxi?

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.....

2. How should schools, educational institutions, and policymakers manage the student situation occupational stress of physical education teachers in rural primary schools in Guangxi?

.....

.....

.....

3. Explain what problems and obstacles may arise and propose solutions.

.....

.....

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Module 2

Work Situation **Duration of 30 hours**

Principles

During the teaching process, physical education teachers will face the problems of trivial work and long working hours. These problems will directly increase the occupational stress of physical education teachers in rural primary schools in Guangxi, causing physical education te achers to easily have negative emotions and heavy psychological burdens. In the process of wor k, national, local and school policies or systems will affect the teaching of physical education t eachers, so physical education teachers in rural primary schools in Guangxi need to recognize t heir own abilities and work tasks, effectively and reasonably arrange their time, improve their own cognitive level, enhance their own teaching ability, so as to improve the level of occupatio nal stress management of physical education teachers in rural primary schools in Guangxi and manage their own occupational stress.

Objectives

The objectives of addressing the work situation to manage occupational stress for physical education teachers in rural primary schools in Guangxi are to: Optimize the workload and teac hing conditions for rural physical education teachers, ensuring they have adequate resources an d support to effectively carry out their duties. By providing necessary infrastructure, equipment , and training opportunities, we aim to reduce the burden of non-teaching tasks and enhance tea chers' professional development. This will not only alleviate teachers' work-related stress but al so improve their job performance and effectiveness in delivering quality physical education pr ograms to rural students. Additionally, it will contribute to enhancing the overall quality of edu cation in rural areas and fostering a healthier, more active student population.

Contents

Physical education teachers in rural primary schools in Guangxi may face a variety of occ upational stresss at work, which mainly come from the following aspects: Heavy teaching tasks

: Due to the relatively weak teaching staff in rural primary schools, physical education teachers may need to take on the teaching tasks of multiple classes, which is a heavy workload and pron e to fatigue and stress. Poor teaching conditions: The sports facilities and equipment in rural sch ools may not be perfect, and the venues are limited, which brings difficulties to physical educat ion teachers' teaching and increases their work stress. Limited professional development: Due to the remote geographical location, rural primary school physical education teachers have fewer opportunities to participate in training and exchanges, and their professional growth space is li mited, which may lead to professional burnout. Difficulty in student management: Rural primar y school students come from a wide range of sources, with large differences in family backgro und and education level, and student behavior management and learning guidance work is chal lenging. High parental expectations: Although educational resources are limited, parents often h ave high expectations for their children. Teachers need to face stress from parents and sometim es have to undertake additional home-school communication work. Low salary and benefits: Co mpared with urban schools, rural primary school teachers may have lower salary and benefits, and economic stress will also affect teachers' work mood and quality of life. Low social recogni tion: Physical education in rural areas may not be as important as academic subjects, and physi cal education teachers may have a lower social status and professional identity, which is also a kind of psychological stress. Imperfect assessment and evaluation system: An unreasonable ass essment and evaluation system may bring additional stress to teachers, especially when the eva luation criteria are too harsh or inconsistent with the actual work situation.

In order to alleviate these occupational stresss brought about by work situations, physical education teachers in rural primary schools in Guangxi can take some coping measures, such a s strengthening self-learning and professional development, seeking support from colleagues an d leaders, arranging work and rest time reasonably, and participating in mental health counseli ng. At the same time, schools and society should also pay more attention and support, improve teaching conditions, improve teachers' treatment, and create a good professional environment. Specifically, it can be, first, improving their own teaching quality: the improvement of teachers'

ability is directly related to the improvement of teaching quality. By learning advanced teachin g concepts and methods, teachers can design more scientific and interesting teaching activities, stimulate students' interest in learning, and improve the effect of physical education classes. Pr omote the all-round development of students: efficient physical education teaching can not only enhance students' physical fitness, but also cultivate their teamwork spirit, competitive conscio usness and will quality, which is conducive to the all-round and healthy development of student s.

Second, optimize class management: by learning class management skills, physical educat ion teachers can better organize and manage classes, create a good learning environment, help students develop good behavioral habits, and improve classroom efficiency. Third, reduce teac hers' occupational stress: through professional development and skill improvement, physical ed ucation teachers can more calmly deal with challenges in work, reduce professional burnout ca used by work stress, and improve professional happiness and satisfaction. Fourth, promote educ ational equity: educational resources in rural areas are relatively scarce, and the improvement o f teachers' abilities can make up for the problem of insufficient resources to a certain extent, pr ovide students with better education, and promote educational equity. Fifth, enhance the profes sional competitiveness of teachers: teachers can enhance their professional quality and competit iveness through continuous learning and self-improvement, and provide more opportunities an d possibilities for career development. Set a good example: teachers' continuous progress and se lf-improvement can set a good example for students, motivate students to study hard, pursue ex cellence, and form a positive campus culture.

In short, Guangxi rural primary school physical education teachers improve their work eff iciency and ability through course learning, special lectures, psychological counseling and sem inars, which not only helps personal career development and improves the level of professional stress management, but also promotes the healthy growth of students and the improvement of education quality, which is of great significance to promoting the development of physical edu cation in rural primary schools in Guangxi.

Development process

Development Method	**Development Activities (30 hours)**
Learning by Experience: **20** hours	
Self-Directed Learning (**8** hours)	1) Document work efficiency strategies (e.g., balancing teaching and non-teaching tasks). (6 hours) 2) Self-reflect on integrating new educational concepts into lesson plans.(2 hours)
Practical Work Experience (8 hours)	Participate in school sports event planning to improve multitasking skills.
Teaching Tasks (4 hours)	Conduct peer evaluations of lesson plans for efficiency.
Learning by Others: 7 hours	
Case Study Learning (4 hours)	Share strategies for reducing administrative burdens in small schools.
Collaborative Activities (3 hours)	Cross-departmental brainstorming on resource optimization.
Learning by Courses: 3 hours	
Expert Lecture (3 hours)	"Time Management for Rural Educators"

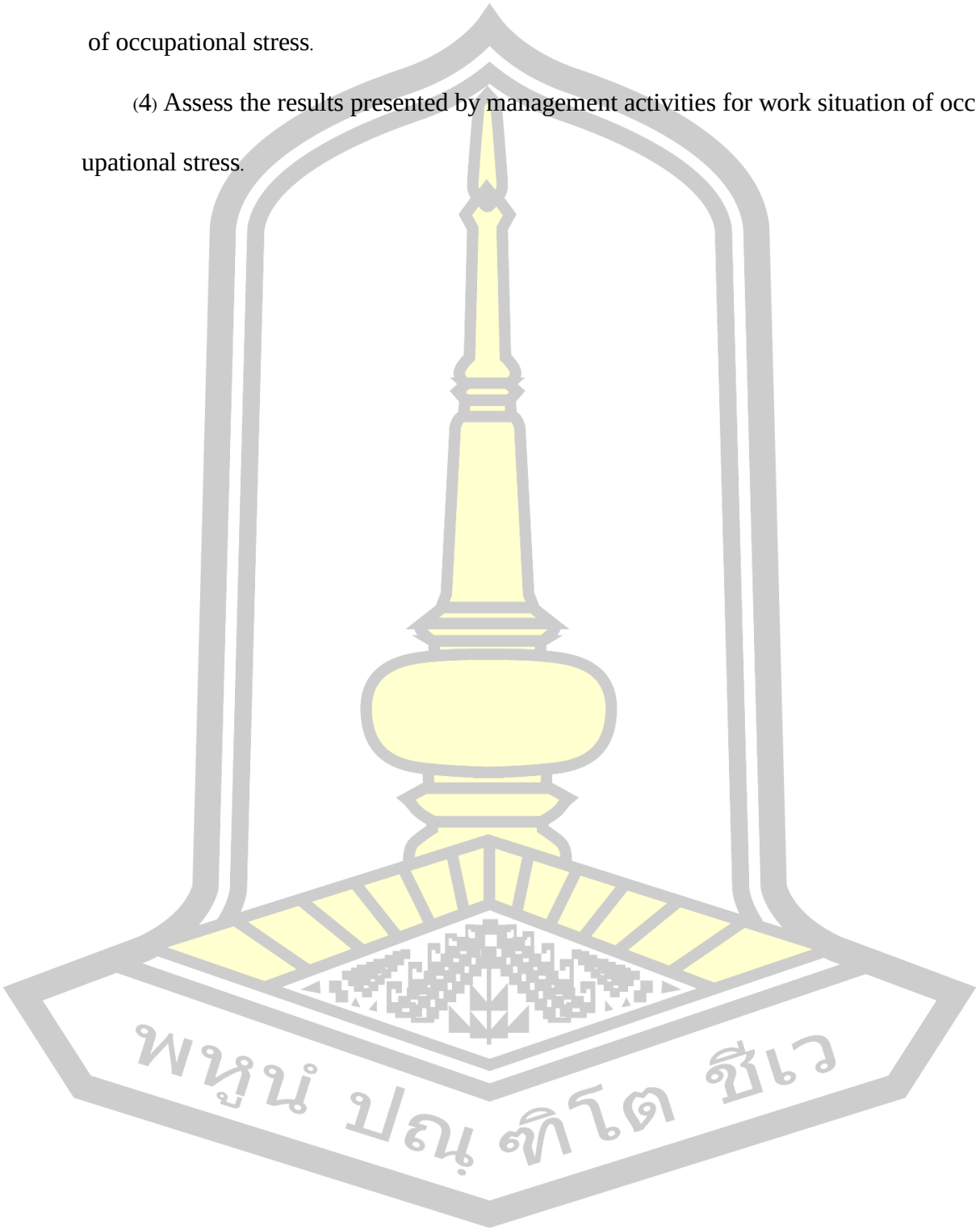
Measurement and evaluation

(1) Evaluate the results of guideline communication for work situation of occupational stress.

(2) Assess the project's management plan for work situation of occupational stress

(3) Evaluate the results of managemenct operational monitoring for work situation of occupational stress.

(4) Assess the results presented by management activities for work situation of occ upational stress.



Activity 2: Work situation

Instructions: Gather everyone to discuss each topic as specified and summarize the learning exchange.

1. Why is work situation so important in the occupational stress of physical education teachers in rural primary schools in Guangxi?

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2. How should schools, educational institutions, and policymakers manage the work situation of occupational stress of physical education teachers in rural primary schools in Guangxi?

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3. Explain what problems and obstacles may arise and propose solutions.

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Module 3

Parent Situation **Duration of 30 hours**

Principles

Family education is the foundation of school education. From the moment a child is born, the first thing he or she comes into contact with is family education. Parents' daily behavior and performance are subtly influencing students. Therefore, parents' attitude and recognition of physical education teachers directly affect students' attitude towards physical education teachers. Parents' misunderstanding of physical education teachers will cause physical education teachers to have bad emotions, which will lead to occupational stress. Therefore, parent situations are an important situation affecting the improvement of the level of occupational stress management of physical education teachers in rural primary schools in Guangxi. Therefore, physical education teachers in rural primary schools in Guangxi need to promptly understand and master national, local and school policies, new physical education teaching methods, and good interpersonal communication skills. Only in this way can they communicate effectively with students' parents and avoid unnecessary misunderstandings, so that students' parents respect physical education teachers, recognize the profession of physical education teachers, and feel at ease to hand over their students to physical education teachers for management, thereby alleviating the occupational stress of physical education teachers in rural primary schools in Guangxi.

Objectives

The objectives of addressing the parent situation to manage occupational stress for physical education teachers in rural primary schools in Guangxi are to: strengthen the understanding and support between parents and physical education teachers, fostering a collaborative relationship that recognizes the importance of physical education in students' holistic development. By enhancing communication strategies and providing parents with information on the value of physical education, we aim to reduce misunderstandings and conflicts that can contribute to teachers' stress. This will not only improve the work environment for teachers but also encourage parents to actively participate in their children's physical education, leading to enhanced student engagement and performance. Additionally, it will help establish a positive perception of physical education teachers within the community, boosting their professional morale and satisfaction.

Contents

Parental situations have a significant impact on the occupational stress of primary school physical education teachers in rural Guangxi, which is specifically manifested in the following aspects: First, parents have high expectations: many parents hope that their children can get comprehensive development in school, especially in terms of physical fitness. Such high expectations will bring great psychological stress to physical education teachers, especially when resources are limited. Second, differences in family education concepts: some parents in rural areas do not have enough understanding of the importance of physical education, and may pay more attention to academic performance and think that physical education is a waste of time. Such differences in concepts will lead to parents' misunderstanding or even questioning of the work of physical education teachers, increasing the stress on teachers. Third, poor communication between home and school: due to different cultural levels and educational concepts of parents, there may be obstacles in

communication between home and school. Physical education teachers need to spend more time and energy to communicate effectively with parents and explain the meaning and goals of physical education, which increases their workload. Fourth, safety responsibility stress: sports activities have certain risks, and parents are particularly concerned about their children's safety. Once an accidental injury occurs, the blame and misunderstanding of parents will bring great psychological stress to physical education teachers. Fifth, the demand for extracurricular activities: some parents hope that the school can provide more extracurricular sports activities to enrich their children's extracurricular life. However, rural primary schools have limited teacher and venue resources, and meeting these needs is a challenge for physical education teachers. Sixth, low parental participation: Parents' low participation in school sports activities may affect the effectiveness of physical education. Physical education teachers need to find ways to encourage parental participation, which increases the difficulty of their work.

In order to alleviate the occupational stress caused by parental situations, physical education teachers in rural primary schools in Guangxi can take the following measures: Strengthen communication between home and school, and publicize the importance of physical education to parents through parent meetings, home visits, etc. Develop detailed physical education teaching plans and safety measures to reduce the occurrence of accidental injuries. Rationally arrange teaching content and extracurricular activities to meet the diverse needs of parents and students as much as possible. Improve their own professional quality and communication skills, and enhance their ability to cope with various challenges. Maintain a good cooperative relationship with other teachers and school management to jointly solve problems in home-school communication. At the same time, schools and education departments should also strengthen support for physical education teachers, provide more training and exchange opportunities, and help them improve their professional

ability and psychological quality, so as to better cope with the occupational stress caused by parental situations.

Development process

Develpoment Method	**Develpoment Activities (30 hours)**
Learning by Experience: 21 hours	
Self-Directed Learning (9 hours)	1) Role-play parent-teacher communication scenarios (e.g., addressing safety concerns in sports activities). (5 hours) 2) Develop a parent engagement toolkit for rural families. (4 hours)
Practical Work Experience (8 hours)	Organize parent-teacher sports days to foster collaboration.
Teaching Tasks (4 hours)	Host student-parent joint activities to practice communication.
Learning by Others: **6** hours	
Case Study Learning (4 hours)	Discuss successful parent-teacher collaboration models.
Collaborative Activities (2 hours)	Community-based focus groups with parents.
Learning by Courses: 3 hours	
Workshop (3 hours)	"Effective Communication with Rural Families"

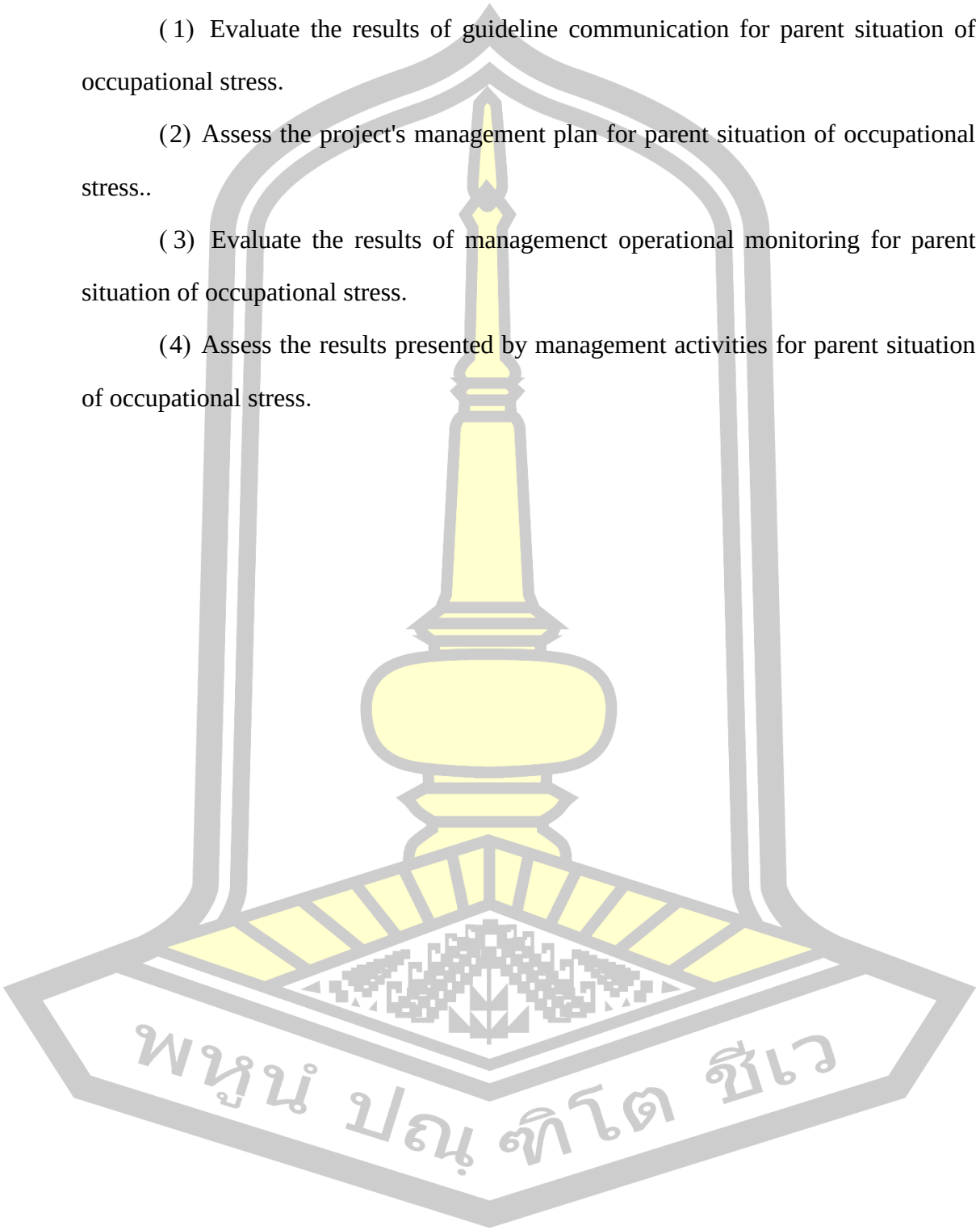
Measurement and evaluation

(1) Evaluate the results of guideline communication for parent situation of occupational stress.

(2) Assess the project's management plan for parent situation of occupational stress..

(3) Evaluate the results of managemenct operational monitoring for parent situation of occupational stress.

(4) Assess the results presented by management activities for parent situation of occupational stress.



Activity 3: Parent Situation

Instructions: Gather everyone to discuss each topic as specified and summarize the learning exchange.

1. Why is parent situation so important in the occupational stress of physical education teachers in rural primary schools in Guangxi?

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2. How should schools, educational institutions, and policymakers manage the parent situation of occupational stress of physical education teachers in rural primary schools in Guangxi?

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3. Explain what problems and obstacles may arise and propose solutions.

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Module 4

Interpersonal Relationship situation **Duration of 30 hours**

Principles

Interpersonal relationships are the bridge of communication between people. Bad interpersonal relationships directly affect people's emotions. Therefore, good interpersonal relationships are an important situation in the communication between people, people and society, and people and things. Of course, the situations that affect interpersonal relationships include social psychological situations: including personal characteristics, similarity of attitudes, complementarity of needs, frequency of communication, and physical distance. It also includes personal characteristics, such as personality quality, ability, and appearance attractiveness. Therefore, bad interpersonal relationships will indirectly lead to occupational stress for physical education teachers in rural primary schools in Guangxi. Physical education teachers need to better handle the relationship with leaders, colleagues, and family members to manage their own occupational stress.

Objectives

The objectives of addressing the interpersonal relationship situations to manage occupational stress for physical education teachers in rural primary schools in Guangxi are to: Improve teachers' ability to effectively communicate, collaborate, and build positive relationships with their peers, leaders, families, and the community. By enhancing teachers' interpersonal skills and emotional intelligence, we aim to create a supportive and inclusive work environment. This will reduce stress related to conflicts, misunderstandings, and isolation, thereby improving teachers' job satisfaction and well-being. Furthermore, positive interpersonal relationships will

contribute to a more harmonious educational ecosystem, enhancing the overall quality of teaching and learning in rural primary schools.

Contents

Interpersonal relationship situations also have an important impact on the occupational stress of primary school physical education teachers in rural Guangxi, which is mainly reflected in the following aspects: Teacher-student relationship: The interactive relationship between physical education teachers and students directly affects the teaching effect and the psychological situation of teachers. If the teacher-student relationship is tense, students lack interest in physical education classes or show bad behavior, which will increase the work stress of teachers. Colleague relationship: The relationship between teachers and between teachers and school administrators will also affect the work mood and stress level of physical education teachers. Good colleague relationships can provide support and help, while tense relationships may lead to a depressing work atmosphere and increase the psychological burden of teachers. Home-school relationship: The degree of support and understanding of parents for the work of physical education teachers will also affect the occupational stress of teachers. As mentioned above, parents' high expectations and lack of understanding may bring additional stress to teachers. Social support: Due to the remote geographical location and relatively scarce social resources in rural areas, physical education teachers may feel a lack of sufficient social support. In this case, teachers are prone to feel isolated and helpless when facing work and life stresss. Role conflict: Physical education teachers may assume multiple roles in school, such as class teacher, grade group leader, etc. Conflicts between multiple roles and unclear responsibilities will also increase teachers' stress.

In order to alleviate the occupational stress caused by interpersonal situations, physical education teachers in rural primary schools in Guangxi can take the following measures: Establish a good teacher-student relationship and enhance

students' interest and sense of participation through effective communication and interaction. First, strengthen their own quality training and improve communication skills. Learn to listen and express, convey their ideas and opinions clearly and accurately, and understand the needs and feelings of others. Enhance emotional management ability. Stay calm and rational, and avoid being swayed by emotions when dealing with interpersonal relationships. Second, strengthen cooperation and communication with colleagues and establish a working atmosphere of mutual help and trust. Actively participate in community activities, expand social support networks, and gain more understanding and help. Learn methods of stress management and emotional regulation to improve their own psychological adjustment ability. Third, communicate with school management, clarify role positioning and job responsibilities, and reduce the stress caused by role conflicts. Fourth, establish good cooperation with parents. Maintain timely communication, treat students fairly and impartially, punish students who make mistakes, and communicate with parents in a timely manner. Create a harmonious teaching environment, play a role model, show your personal charm, create a serious and harmonious classroom atmosphere, and establish a good teacher-student relationship with students. In addition, schools and education departments should also pay attention to the interpersonal relationships of physical education teachers, provide necessary support and help, create a good working environment, and promote teachers' professional development and mental health.

Development process

Development Method	**Development Activities (30 hours)**
Learning by Experience: 22 hours	
Self-Directed Learning (6 hours)	3) Maintain an emotion management journal to track stress triggers. (4 hours) 4) Practice conflict resolution techniques with colleagues. (2 hours)
Practical Work Experience (10 hours)	Collaborate with school leaders to address workplace relationship challenges.
Teaching Tasks (6 hours)	Seek feedback from colleagues on interpersonal interactions.
Learning by Others: 5 hours	
Case Study Learning (**3** hours)	Workshop solutions for resolving conflicts with school leadership.
Collaborative Activities (2 hours)	Team-building exercises to strengthen colleague trust.
Learning by Courses: 3 hours	
Psychological Counseling Session (3 hours)	"Emotional Regulation Techniques"

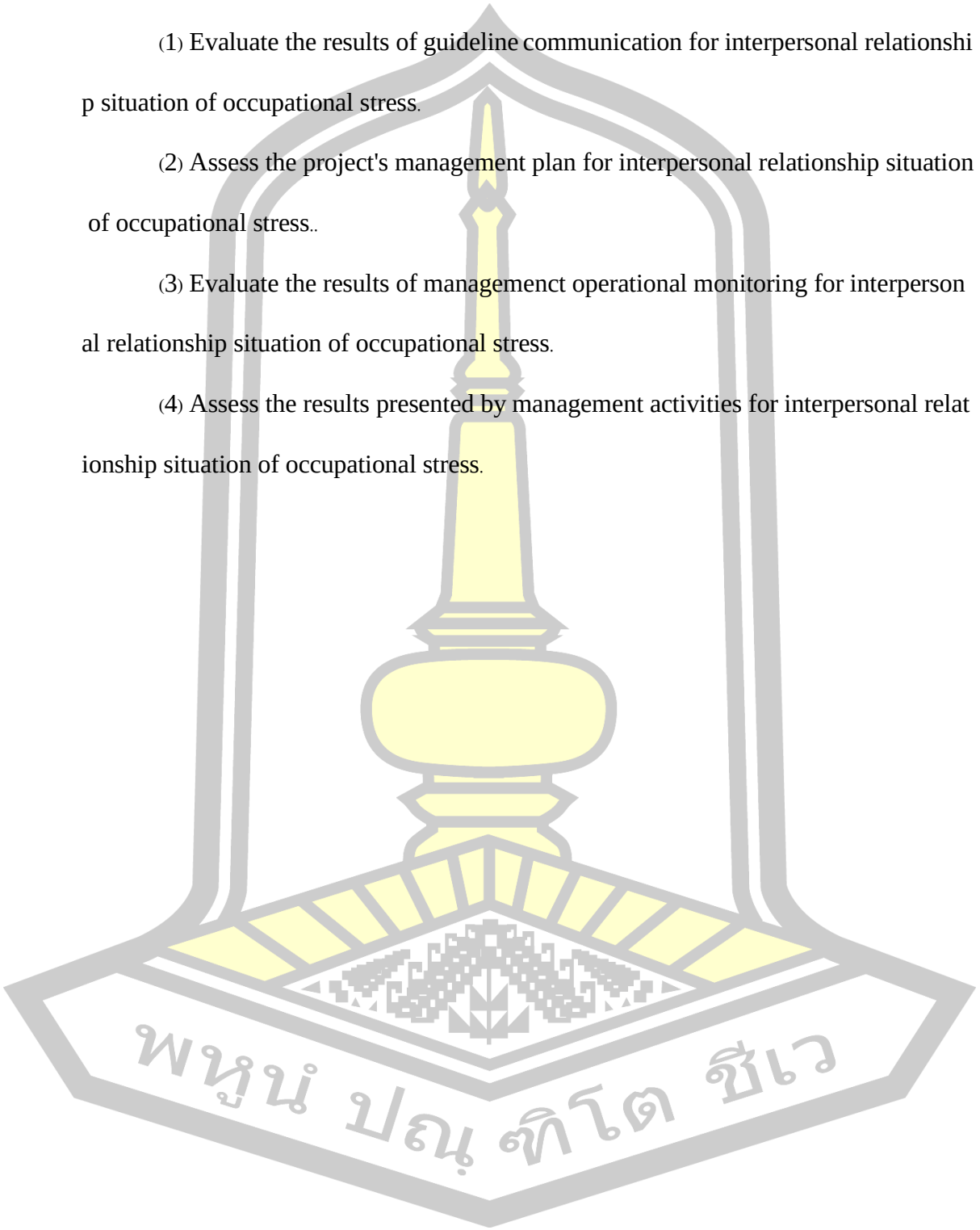
Measurement and evaluation

(1) Evaluate the results of guideline communication for interpersonal relationship situation of occupational stress.

(2) Assess the project's management plan for interpersonal relationship situation of occupational stress..

(3) Evaluate the results of managemenct operational monitoring for interpersonal relationship situation of occupational stress.

(4) Assess the results presented by management activities for interpersonal relationship situation of occupational stress.



Activity 4: Interpersonal Relationship Situation

Instructions: Gather everyone to discuss each topic as specified and summarize the learning exchange.

1. Why is interpersonal relationship situation so important in the occupational s tress of physical education teachers in rural primary schools in Guangxi?

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2. How should schools, educational institutions, and policymakers manage the i nterpersonal relationship situation of occupational stress of physical education teachers in rural primary schools in Guangxi?

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3. Explain what problems and obstacles may arise and propose solutions.

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Module 5

Occupational Demand situation **Duration of 30 hours**

Principles

Occupational needs are the desire and craving of each individual for his or her own career. Guangxi rural primary school physical education teachers are no exception. This demand is the source of their own active work. If the needs of Guangxi rural primary school physical education teachers are not met, negative emotions will arise, psychological stress will increase, and thus occupational stress will arise. Occupational needs are the bridge of communication between people. Bad interpersonal relationships directly affect people's emotions, so good interpersonal relationships are an important situation in communication between people, people and society, and people and things. Of course, the situations that affect interpersonal relationships also include social and psychological situations: including personal traits, similarity of attitudes, complementarity of needs, frequency of communication, and physical distance. It also includes personal traits, such as personality qualities, abilities, and attractive appearance, so bad interpersonal relationships will indirectly lead to occupational stress for Guangxi rural primary school physical education teachers. Physical education teachers need to better handle the relationship with leaders, colleagues, and family members to manage their own occupational stress.

Objectives

The objectives of addressing the occupational demand situation to manage occupational stress for physical education teachers in rural primary schools in Guangxi are to:

Enhance teachers' professional status and satisfaction by addressing the challenges they face related to workload, professional development, and recognition. By providing opportunities for further study, continuous education, and career advancement, we aim to empower teachers with the skills and knowledge necessary to meet the evolving demands of their profession. Additionally, promoting a fair and transparent evaluation system that recognizes and rewards teachers' contributions will foster a sense of accomplishment and job security. This will not only reduce teachers' stress levels but also motivate them to continue delivering high-quality physical education programs, ultimately benefiting the overall growth and development of students in rural areas.

Contents

Occupational demand situations are one of the important situations that cause occupational stress for primary school physical education teachers in rural Guangxi. First, the impact of teaching work. The new curriculum teaching reform and the reform standards do not make clear and specific provisions for teaching content. The goal achievement guides the selection of teaching content and methods, which puts forward new requirements and challenges for the quality and ability of physical education teachers, bringing psychological stress. Second, the impact of career development. The improvement of academic qualifications has become a trend. Failure to meet the academic qualifications or regulations will have many impacts. The modernization of educational technology requires teachers to produce courseware and undertake scientific research projects, while physical education teachers have limited time to study their business in their spare time, have few opportunities for on-the-job training, and have difficulty improving their business level and quality, and are under great stress. Third, the impact of different situ

ations, the impact of different teaching years, physical education teachers with more th an 20 years of teaching experience feel that the work stress is not great, and teachers w ith shorter teaching years generally feel that the work stress is greater. The impact of di fferent academic qualifications, there are very few primary school physical education t eachers with postgraduate degrees, and most physical education teachers with bachelor 's degrees feel that work stress has little impact. Physical education teachers with lower academic qualifications have few opportunities for professional title promotion, labor r emuneration, and external training, which are prone to psychological stress. The impact of different professional titles: most physical education teachers in the probationary pe riod feel great stress, while fewer first-level teachers feel stress. However, physical edu cation teachers are gradually losing competitiveness compared with other professional teachers in terms of professional title evaluation. Unfair evaluation methods will hurt th e work enthusiasm of young and middle-aged teachers. The impact of the degree of lea dership attention: in schools where leaders attach great importance to physical educatio n, teachers feel great work stress; in schools where leaders do not attach importance to physical education, teachers tend to have less stress.

In order to alleviate the occupational stress caused by occupational demand situati ons, the government, schools and rural primary school physical education teachers in Guangxi can start from the following aspects: First, improve social status. The governm ent can strengthen its attention to physical education, increase the participation of rural primary school physical education teachers in education reform, and change the traditi onal concept of despising physical education teachers. Second, the state and local gover nments need to improve wages and benefits, ensure that rural primary school physical

education teachers' wages are paid on time and in full, increase wage income levels, an d improve welfare benefits, such as housing conditions, medical insurance, and transpo rtation subsidies. Third, optimize the evaluation system. Schools should establish a mor e fair and reasonable evaluation system, fully consider the characteristics of physical e ducation teaching, avoid using average scores as the basis for evaluation, and ensure th at the work performance of physical education teachers is fairly reflected. Fourth, pay a ttention to student management, reasonably arrange the number of students in the class , strengthen student safety education and management, and reduce the stress on physic al education teachers in organizing teaching and dealing with student conflicts. Fifth, at the individual level of teachers, adjust personality and mentality. Physical education te achers should adjust their mentality appropriately, not worry too much about problems at work, and enhance their psychological endurance. Improve ability and literacy, activ ely participate in training and learning, constantly update knowledge structure, improv e educational concepts and innovative scientific research capabilities, so as to adapt to t he requirements of educational curriculum reform. Sixth, provide opportunities for furt her study. Schools should provide more opportunities for further study for rural primar y school physical education teachers, such as paid leave training, reimbursement of tra vel expenses, etc., to help them improve their professional level. Seventh, improve wor king conditions. The society and schools work together to provide rural primary school physical education teachers with a good working environment and necessary teaching f acilities and equipment. Eighth, create a good atmosphere. Schools should create a good atmosphere of respecting teachers and valuing education, pay attention to the demands of physical education teachers, strengthen communication with them, and provide the

m with spiritual support. At the same time, strengthen self-adjustment. Teachers themse lves should face up to stress, take a positive attitude to manage negative emotions, lear n to relax, establish a lifelong learning concept, and improve their overall quality.

Development process

Development Method	**Development Activities (30 hours)**
Learning by Experience: **24** hours	
Self-Directed Learning (6hours)	3) Design and implement a personal career d evelopment plan (e.g., pursuing advanced certificati ons). (3hours) 4) Innovate low-resource PE teaching metho ds suitable for rural settings. (3 hours)
Practical Work Experience (14 hours)	Mentor junior teachers to enhance leadershi p and reduce isolation.
Teaching Tasks (4 hours)	Develop a portfolio showcasing teaching in novations for career advancement.
Learning by Others: 4 hours	
Case Study Learning (2 hours)	Review case studies on rural teacher career progression.
Collaborative Activities (2 hours)	Regional teacher networks for sharing profe ssional development opportunities.
Learning by Courses: 2 hours	
Seminar (2 hours)	"Career Pathway Planning for Rural PE Tea chers"

Measurement and evaluation

(1) Evaluate the results of guideline communication for occupational demand situation of occupational stress.

(2) Assess the project's management plan for occupational demand situation of occupational stress..

(3) Evaluate the results of managemenct operational monitoring for occupational demand situation of occupational stress.

(4) Assess the results presented by management activities for occupational demand situation of occupational stress.

Activity 5: Occupational Demand situation

Instructions: Gather everyone to discuss each topic as specified and summarize the learning exchange.

1. Why is occupational demand situation so important in the occupational stress o f physical education teachers in rural primary schools in Guangxi?

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2. How should schools, educational institutions, and policymakers manage the oc cupational demand situation of occupational stress of physical education teachers in rur al primary schools in Guangxi?

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3. Explain what problems and obstacles may arise and propose solutions.

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Assessment form of the occupational stress of physical education teachers in rural primary schools in Guangxi

Assessment form of the occupational stress of physical education teachers in rural primary schools in Guangxi, this is an assessment tool, The aim is to manage the occupational stress of physical education teachers in rural primary schools in Guangxi. This evaluation form is designed to assess the suitability, accuracy and feasibility of the developed project. This evaluation form is divided into the following 2 parts:

Part 1: General Information of Qualified Personnel

Part 2: Evaluation of the suitability, accuracy and feasibility evaluation of the occupational stress of physical education teachers in rural primary schools in Guangxi

Instructions: Please read each statement carefully, then tick the box (√) as to whether you think the program is suitable for managing the occupational stress of physical education teachers in rural primary schools in Guangxi, using the following evaluation criteria, divided into the following 5 levels:

4.51 - 5.00 refers to suitability, accuracy and feasibility as very high

3.51 - 4.50 refers to suitability, accuracy and feasibility as high

2.51 - 3.50 refers to suitability, accuracy and feasibility as a medium

1.51 - 2.50 refers to suitability, accuracy and feasibility as low

1.00 - 1.50 refers to suitability, accuracy and feasibility as very low

Part 1: General Information of Qualified Personnel

Name of the respondent completing the assessment form:.....

Current position title:.....

Current position held:.....

Workplace location:.....

Part 2: Evaluation of the suitability and feasibility evaluation of the the occupation al stress of physical education teachers in rural primary schools in Guangxi

	Suitability					Accuracy					Feasibility				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1. Principles															
2. Objectives															
3. Contents															
3.1 Module1: Student situations															
3.2 Module2: Work situations															
3.3 Module3: Parental situations															
3.4 Module4: Interpersonal situations															
3.5 Module5: Occupational Demand situat ions															
4. Development Processes															
4.1 Self-Directed Learning															
4.2 Practical Work Experience															
4.3 Teaching Tasks															
4.4. Case Study Learning															
4.5 Collaborative Activities															
5.Measurement and Evaluation															
5.1 Pre-development assessment															
5.2 Mid-development assessment															
5.3 Post-development assessment															

Instructions: Please mark (□) the appropriate score in the box that you believe i s suitable.

Appendix E

Invitation letter

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax+66 43713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /

Date: August, 22, 2024

To:
Asst. Prof. Suttipong Hoksuwan.
Faculty of Education, Mahasarakham University
Asst. Prof. Karn Ruangmontree.
Faculty of Education, Mahasarakham UniversityAssoc.
Prof. Tharinthorn Namwan
Faculty of Education, Mahasarakham University

Subject:
Thesis Reviewer Invitation

Our student, **Mr.pan Zhao**, student ID **64010561028.** majoring in the **Ed. D. Educational Administration and Development** program is currently undertaking a research project titled " **Program to develop occupational stress management of rural primary physical education teachers in Guangxi**" under the guidance of Asst. Prof. Karn Ruangmontree.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to extend a formal invitation to you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to contact us be email.

Yours sincerely,

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax+66 43713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) / **Date:** August, 22, 2024

To:
Dean and Professor of Physical Education College, Guangxi Normal University for Nationalities, Meng Jun
Dean, Professor, Doctor, School of Education, Guangxi Normal University for Nationalities,Huang Jianyi
Professor, Nanjing Normal University, Han Fangting
Wang Jinghao, Professor, Doctor, School of Physical Education, South China Normal University
Professor, Doctor, School of Physical Education, Guilin University of Tourism, Li Zhiqing

Subject:
Expert Invitation

Our student, **Mr.pan Zhao**, student ID **64010561028.** majoring in the **Ed. D. Educational Administration and Development** program is currently undertaking a research project titled " **Program to develop occupational stress management of rural primary physical education teachers in Guangxi** " under the guidance of Asst. Prof. Karn Ruangmontree.

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Yours sincerely,

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Center for International Affairs

MHERSI No. 0605.5 (2) /

Date: August, 22, 2024

To:
Professor Zhang Zhaolong,
Vice President of Physical Education College, Guangxi Normal University for Nationalities;
Associate Professor Hu Yuanyuan
School of Physical Education, Guangxi University;
Professor Qin Weifu,
Vice Dean of College of Physical Education, Guangxi Beibu Gulf University

Subject:
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Center for International Affairs

MHERSI No. 0605.5 (2) /

Date: August, 22, 2024

To:
Wei Jiejun
Mashan County Qioli Township Beiliang primary school principal
Pan Yongxiang
Liucheng County Dapu town Luoya primary school principal
Song Jianping
Rongshui Miao Autonomous County Gongdong central primary school principal
Huang Shangjun
tian and other county release township Baoguan village primary school principal
Yang Chunhua
Nanning Wuming District Chengxiang town third primary school principal

Subject:
Expert Invitation

Our student, **Mr.pan Zhao**, student ID **64010561028.** majoring in the **Ed. D. Educational Administration and Development** program is currently undertaking a research project titled "**Program to develop occupational stress management of rural primary physical education teachers in Guangxi**" under the guidance of Asst. Prof. Karn Ruangmontree.

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Yours sincerely,

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Center for International Affairs

MHERSI No. 0605.5 (2) / **Date:** August, 22, 2024

To:
Le Xiaoshan
Nanning Liangqing District Datang Town central school PE teacher
Wei Xiaojun
Masan County Qioli Township Beiliang primary school PE teacher
Pan Yanju
Liucheng County Dapu town Luoya primary school PE teacher
Werenwen
Rongshui Miao Autonomous County Gongdong central primary school physical education teacher
Zhang Shijie
day county release township Baoguan village primary school PE teacher
Yang Xuli
Nanning Wuming District Chengxiang third primary school PE teacher
Wu Hailian
Cangwu County Liubao town center primary school PE teacher
Zhu Yong,
PE teacher of Nankang Primary School, Tieshangang District, Beihai City
Liao Yuanbin
Fangchenggang City Fangcheng district Naliang town Tan SAN primary school PE teacher
Liang Guijuan
Pubei County six town Hengling primary school PE teacher

Subject:
Expert Invitation

Our student, **Mr.pan Zhao**, student ID **64010561028.** majoring in the **Ed. D. Educational Administration and Development** program is currently undertaking a research project titled "**Program to develop occupational stress management of rural primary physical education teachers in Guangxi**" under the guidance of Asst. Prof. Karn Ruangmontree.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to extend a formal invitation to you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to contact us be email.

Yours sincerely,

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax+66 43713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2) /

Date: August, 22, 2024

To: Whom it May Concern
Chongzuo City Tianet County Education Bureau
Pingxiang City Education Bureau

Subject:
Data Collection Permission Request

Our student, **Mr.pan Zhao**, student ID **64010561028** majoring in the **Ed. D. Educational Administration and Development.** program is currently undertaking a research project titled " **Program to develop occupational stress management of rural primary physical education teachers in Guangxi**" under the guidance of Asst. Prof. Karn Ruangmontree.

To ensure the success and quality of this project, we are seeking your permission to allow our student to process data collection within your institution.

The details of the data collection are as follows:

Thesis title:**A Model of Optimizing Spatial Allocation of Compulsory Education Resources in Guangxi Townships**
The period of data collection: **August 2024** to **September 2024.**

We believe that your institution provides a valuable environment and resources that are essential for the successful execution of this research. The data collection process will be carried out diligently and with the utmost respect for your institution's policies and procedures. We acknowledge that the student has made the necessary preparations, including obtaining the Thesis title approval from our institution.

Should you require any further information or clarification regarding this permission, please feel free to contact us be email.

Yours sincerely,

BIOGRAPHY

NAME	Pan Zhao
DATE OF BIRTH	18/01/1988
PLACE OF BIRTH	Hongze, Jiangsu
ADDRESS	No 23. Fozi Road, Jiangzhou District, Chongzuo City, Guangxi, China
POSITION	Assoc. Pro
PLACE OF WORK	Guangxi Minzu Normal University
EDUCATION	2014 Master of Guangxi University For Nationalities, Chana 2025 Doctor of Education Educational Administration and Development at Mahasarakham University, Thailand