

Effect of the Occupational Stress and Psychological Problems of Special Post Teachers in Zunyi City, Guizhou Province

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Abstract

The investigation of the current status of occupational stress and psychological problems among special post-teachers in Zunyi City is crucial. This study provides insights into improving their working environment and promoting their well-being. This study aimed to 1) assess the level of occupational stress among teachers in special post teachers in Zunyi City, 2) study the status of psychological problems among teachers in special post teachers in Zunyi City, and 3) analyze the influence of occupational stress on psychological problems. This study used questionnaire surveys and interviews. A total of 324 special post-teachers answered the questionnaires. It served as a valid sample for this study, using the "Special Post Teacher Occupational Stress Questionnaire" as the research tool and supplemented by the "Self-Psychological Harmony Scale" for psychological problems data collection. Statistical methods such as frequency, percentage, average, standard deviation, independent sample t-test, and multiple regression analysis were employed for data analysis. The results revealed a significant positive correlation between occupational stress and psychological problems among special post-teachers, indicating that higher levels of occupational stress are associated with an increased likelihood of psychological problems. Additionally, notable differences in occupational stress and psychological problems were observed among special post teachers from different backgrounds. This study provides valuable insights into the relationship between occupational stress and psychological problems among special post-teachers, offering important implications for improving their work environment, reducing occupational stress, and promoting mental health.

Keywords: special post teachers, occupational stress, psychological problems

1. Introduction

Education plays a pivotal role in national development, yet in remote regions like Zunyi City in southwestern China, disparities in educational resource distribution hinder educational progress (Wu, 2013; Bandura, 1982; Yaolm, 1985; Bower and Hilgard, 1981; Dong, 2021). To mitigate this issue, the Chinese government launched the Special Post Teachers Program in 2006, aimed at recruiting college graduates to teach in rural schools (Luo et al., 2023). Zunyi City, with its remote location and resource constraints, has significantly benefited from this program, easing teacher shortages and promoting educational equity.

Despite their significant contributions, special post teachers in Zunyi City face unique challenges, including occupational stress and psychological problems stemming from challenging work environments and limited social support (Wu, 2013). Their well-being and mental health are often overlooked despite their importance (Nygren et al., 2005).

Previous studies in Sichuan Province have highlighted the prevalence of psychological problems among special post-teachers, with over half experiencing varying degrees of difficulties (Mo, 2013; Xiao and Guo, 2014). Similarly, in Guizhou Province, special post teachers report low occupational treatment and limited self-improvement opportunities (Van, 2003; Peele and Wolf, 2021; Shu, 2021; Liao., 2023). However, research on the psychological problems faced by these teachers in Guizhou remains limited, leaving a knowledge gap (Fernández et al., 2021; Ganet, 2020). Zunyi City, as a representative case of the "Special Post Plan" in Guizhou Province, has witnessed a significant influx of special post teachers since 2006. However, the unique economic and geographical characteristics

of the province, coupled with its economic development lag, exacerbate the challenges faced by these teachers. Additionally, the multi-subject teaching responsibilities of rural special post teachers further contribute to their occupational stress and psychological problems (Mehmet, 2020; Sun & Du, 2023).

Against this backdrop, investigating the current status of occupational stress and psychological problems among special post-teachers in Zunyi City is crucial. This study aims to fill this gap, providing insights into improving their working environment and promoting their well-being. The findings will inform policymakers in advancing the Special Post Teachers Plan and promoting educational equity.

1.1 Research Questions

1. What is the current level of occupational stress among special post teachers in Zunyi City?
2. How do special post teachers in Zunyi City cope with psychological problems resulting from their occupational?
3. How can we effectively address the correlation between occupational stress and psychological problems among special post-teachers?

1.2 Research Hypotheses

Occupational stress has a positive influence on psychological problems.

1.3 Research Objectives

1. To assess the level of occupational stress among teachers in special post teachers in Zunyi City.
2. To study the status of psychological problems among teachers in special post teachers in Zunyi City.
3. To analyze the influence of occupational stress on psychological problems.

1.4 Scope of the Research Study

The scope of this study includes the occupational stress and psychological problems facing the special post teachers in the Zunyi area. The use of the questionnaire survey and psychological scale is designed to determine the main source of occupational stress, evaluate the level of psychological problems, and explore the relationship between the two.

1.5 Research Framework

Choose occupational stress as the independent variable, including work environment and treatment, nature and characteristics of work, subject teaching ability, and interpersonal relationships. These stressors will directly affect the psychological problems of special post teachers. Psychological problems serve as dependent variables, specifically manifested in the dissonance between self and experience, self-flexibility, and self-stereo typicality.

2. Literature Review

This study focuses on the discussion of occupational stress and psychological problems of special post-teachers. The following two theoretical frameworks provide an important theoretical basis and explanatory framework for this study.

2.1 Self-Efficacy Theory and Occupational Stress of Special Post Teachers

Self-efficacy theory is proposed by Albert Bandura, which emphasizes the impact of an individual's beliefs and assessments of the abilities required to complete specific tasks on their motivation and behaviour (Bandura, 1977).

Among special post teachers, the level of self-efficacy is directly related to their ability to cope with occupational stress. Special post teachers with high self-efficacy tend to face teaching challenges more confidently and actively seek strategies to solve problems, thereby effectively relieving occupational stress. On the contrary, special post-teachers with low self-efficacy may have difficulty coping with stress effectively due to a lack of self-confidence, leading to the emergence of psychological problems (Qian, 1994). Therefore, this study will use the self-efficacy theory to analyze the relationship between the self-efficacy of special post-teachers and their occupational stress and explore how to reduce the occupational stress of special post-teachers by improving their self-efficacy.

2.2 Maslow's Hierarchy of Needs Theory and Psychological Problems of Special Post -Teachers

Maslow's hierarchy of needs theory provides an important perspective for understanding the psychological problems of special post-teachers. This theory states that human needs are arranged in a hierarchical structure from high, and satisfying high-level needs (such as esteem and self-actualization) is crucial to an individual's mental health (Maslow,

1943). Among teachers on special posts teachers, due to limitations in working environment, remuneration, and social status, it may be difficult for them to meet high-level needs, leading to the occurrence of psychological problems. For example, a lack of respect and opportunities for self-realization may make special post-teachers feel frustrated and lost, which can lead to psychological issues such as anxiety and depression. Therefore, this study will use Maslow's hierarchy of needs theory to analyze the causes of psychological problems of special post-teachers and explore how to prevent and alleviate the psychological problems of special post-teachers by satisfying their high-level needs.

In summary, self-efficacy theory and Maslow's hierarchy of needs theory provide strong theoretical support for understanding the occupational stress and psychological problems of special post-teachers. This study will combine these two theoretical frameworks to conduct an in-depth analysis of the current situation, causes, and coping strategies of occupational stress and psychological problems of special post-teachers to provide useful references for the mental health and occupational stress development of special post-teachers.

3. Method

3.1 Population and Sample Group

This study focuses on working special post teachers in Xi Shui County, Tongzi County, Nanbai County, and Feng Gang County under the jurisdiction of Zunyi City, Guizhou Province. According to the public data of the Zunyi City Education Bureau, the number of special post teachers currently on -the -job is about 1,100. The determination of the sample quantity refers to the sample volume determination method proposed by Krejcie and Morgan (1970). This research was drawn from about 350 special post teachers as research samples by stratified random sampling.

Table 1. Stratified Random Sampling

Group	Population	Sample
Xi Shui County	270	86
Tongzi County	280	90
Nanbai County	280	90
Fenggang County	270	86
Total	1100	350

3.2 Research Instruments

(1) "Special Post Teachers' Occupational Stress Questionnaire"

The design of the occupational stress of special post teachers occupational stress questionnaire is mainly based on the in-depth analysis and sorting of existing documents and materials, especially the one compiled by Zhu Yanli (2012). To better understand the occupational stress of special post teachers, an open theme was added at the beginning of the questionnaire design: "What stress can you feel in the work life of special education?" This design makes the questionnaire a semi-open -open type. The structure aims to collect more real and personalized feedback.

The questionnaire includes three parts: The first part is the basic information about special post teachers, such as age, gender, salary, etc. (5 items). The second part working satisfaction and career development, including the work environment and treatment (9 items), nature and characteristics of work (6 items), subject teaching ability (3 items) and interpersonal relationships (7 items) of the four dimensions. The third part is an open question (2 items). The questionnaire used the Likert 5-Level Score to Evaluate the Satisfaction and occupational stress of the respondents. The score requirements: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree. Participants choose the most consistent options based on their actual situation. The higher the dimension Score, the greater the occupational stress it feels in the dimension.

(2) Self-psychological harmony Scale

The scale adopted by the Chinese teacher Wang & Huang Xiting (2015), the "Self-psychological harmony Scale", evaluated the psychological harmony level of special post teachers. The psychological problems of special post teachers are divided into three dimensions of self-harmony, self-flexibility, and self-stereotype of self, including 35 questions, and comprehensively measure the psychological problems of special post teachers.

The Measuring Table uses the Likert 5 -Level Score to Evaluate the Satisfaction of the Respondents. The score requirements: 5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagrees; 1 = Strongly Disagree; participants choose the most consistent options based on their actual situation. The higher the dimension score, the lower the level of self-psychological harmony of the special post, which may reflect the greater the psychological problems of the special post. Participants choose the most consistent options based on their actual situation.

3.3 Data Analysis

Through the mean (\bar{x}), and standard deviation (SD) of the data situation, to understand the current situation of Zunyi City special post teachers' occupational stress. In the inferential statistics section, a t-test was used to explore the differences in occupational stress and psychological problems among special post teachers of different genders, professional matching, work locations, salary levels, and workloads. Variance analysis was used to analyze the differences in work locations, salaries, and workloads. Through Pearson correlation analysis, this study also explored the correlation between occupational stress and psychological problems of special post-teachers in Zunyi City, aiming to reveal the relationship among these variables by calculating Pearson or Spearman correlation coefficients.

4. Result

4.1 Questionnaire Survey Component Population Factors

First of all, descriptive analysis of variables describes the gender, age, teaching experience, work location, and salary. Research randomly selected in the same job survey of special post teachers in Junior and Middle Schools in Zunyi City (Tongzi County, Xi Shui County, Nanbai County, and Fenggang County) in Guizhou Province to conduct questionnaires in primary and secondary schools, requiring participants to fill in the answers carefully according to the requirements of the questionnaire. A total of 350 questionnaires were distributed, 324 valid questionnaires were issued, and the effective rate was 92.57% (Zhang and Feng, 2006).

Table 2. Characteristics of the Sample (n=324)

Variable	Classification	Tongzi	Xishui	Nanbai	Fenggang	Total	Percentage
		County	County	County	County		
Gender	Male	33	35	32	43	143	44.14
	Female	47	41	37	56	181	55.86
	Total	80	76	69	99	324	100.0
Age	20-25 years old	25	18	25	23	91	28.08
	26-30 years old	44	40	35	51	170	52.47
	Over 30 years old	11	18	9	25	63	19.45
	Total	80	76	69	99	324	100.0
Teaching experience	1-3 years	25	38	31	47	141	43.51
	4- 10 years	33	27	30	37	127	39.20
	Over 10 years	22	11	8	15	56	17.29
	Total	80	76	69	99	324	100.0
Work location	Primary school	32	41	39	54	166	51.23
	Middle school	35	25	20	27	107	33.02
	Other	13	10	10	18	51	15.75
	Total	80	76	69	99	324	100.0
Salary	Less than 3,000RMB	40	42	37	45	164	50.62
	3,000~5,000RMB	30	29	29	45	133	41.05
	More than 5,000RMB	10	5	3	9	27	8.33
	Total	80	76	69	99	324	100.0

From Table 2, it can be concluded that the target of this survey is female, 181 people, accounting for 55.86%, and 143 men, accounting for 44.14%. There are 91 people aged 20-25, accounting for 28.08%; 170 are 26-30 years old,

accounting for 52.47%; 63 people over 30 years old, accounting for 19.45%. There are 141 people with Teaching Experience of 1-3 years, accounting for 43.51%; 127 people with 4-10 years, accounting for 39.20%; 56 of over 10 years, accounting for 17.29%. 166 people work in primary school in work location, accounting for 51.23%; 107 people who work in middle school, accounting for 33.02%; 51 people who work in other schools, accounting for 15.75%. There are 164 people with less than 3,000RMB in Salary, accounting for 50.62%; 133 people with 3,000 ~ 5,000RMB, accounting for 41.05%; more than 27 of more than 4,000RMB, accounting for 8.33%.

4.2 Descriptive Statistics of the Occupational Stress of Special Post Teachers

From Table 3, Work environment and treatment: \bar{x} = 3.02, SD = 1.01, indicating that special post teachers feel a medium level of stress in terms of work environment and treatment, and there are large individual differences.

Nature and characteristics of work: \bar{x} = 4.09, the most stressful, with an SD = 0.67, showing that special post teachers feel a higher level of stress in terms of Nature and characteristics of work, but the individual differences are relatively small. Subject teaching ability: \bar{x} = 3.16, SD = 1.08. Special post-teachers feel a medium level of stress on Subject Teaching Ability, and there are large individual differences. Interpersonal relationships: \bar{x} = 3.00, SD = 0.69, indicating that special post teachers feel a medium level of stress in Interpersonal relationships, and individual differences are relatively small. Total Score: \bar{x} = 3.32, indicating that the overall occupational stress felt by special post teachers is at a medium level. SD = 0.6, indicating moderate differences in occupational stress levels among individuals.

To sum up, the occupational stress faced by special post teachers is mainly concentrated on the Nature and characteristics of work. The stress value reached the highest, indicating that the occupational stress of special post teachers largely stems from multiple factors such as unique assessment and evaluation methods, workload, and non-teaching tasks associated with their work.

Table 3. Average and Standard Deviation the Occupational Stress

Variables	n	\bar{x}	SD
Work environment and treatment	324	3.02	1.01
Nature and characteristics of work	324	4.09	0.67
Subject teaching ability	324	3.16	1.08
Interpersonal relationships	324	3.00	0.69
Total Score	324	3.32	0.6

4.3 Descriptive Analysis of the Psychological Problem Among Special Post-Teachers

From Table 4, Dissonance between self and experience, = 48.47, SD = 13.74, indicating that special post teachers have great dissonance in the dissonance between self and experience, and there are large inter-individual differences. Self-flexibility: \bar{x} = 32.82, SD = 12.93, showing that special post teachers are at a medium level in adapting and adjusting self-flexibility, but the inter-individual differences are also relatively large. Self-stereotype: \bar{x} = 22.79, SD = 6.87, indicating that special post-teachers have a certain self-stereotype in their self-perception, but overall, the degree of this Self-stereotype is not high, and the differences between individuals are small.

In terms of total scores, Dissonance between self and experience 46.1% of special post teachers exceeded the high score critical value, Self -flexibility 11.7% of special post teachers, Self -stereotype 42.2% of special post teachers. In the "discord of self and experience" and "self-stereotype", the special post teachers score more than the high score critical value; the Self-flexibility special post teachers test only 11.7%. Therefore, it can be inferred that a large number of special post teachers have a poor level of psychological health.

Table 4. Descriptive Analysis of the Psychological Problem

Variables	n	Percentage
The dissonance between self and experience	324	46.1
Self -flexibility	324	11.7
Self -stereotype	324	42.2

4.4 Analysis of the Differences in the Current Status of Occupational Stress

From Table 5, Gender differences: There is a significant difference in interpersonal relationships between male and female teachers ($t = -2.374$, $p=0.018^*$), with the average stress score for female teachers being significantly higher than that of male teachers. It can be seen that among special post teachers, female teachers experience greater stress in interpersonal relationships. Majors matching degree: The differences in "Subject Teaching Ability" and total score are extremely significant ($t = -3.002$, $p < 0.01^*$). In terms of total score, the difference between different majors matching degrees is also substantial ($t = -3.263$, $p < 0.01^*$), which also shows that major mismatch scores are higher. It can be seen that among the special post teachers, special post teachers who do not match their majors and posts have higher scores on the "Subject teaching ability" and total scores. That is, the stress it feels is greater.

Table 5. Occupational Stress Difference T-test

Variables			$\bar{x} \pm SD$	t	p
Interpersonal Relationships	Difference Gender	Male	2.90±0.68	-2.374	0.018*
		Female	3.08±0.69		
Total Score	Difference Gender	Male	3.36±0.48	-1.467	0.143
		Female	3.43±0.41		
Subject teaching ability	Difference majors matching	Match	2.79±0.98	-3.002	<0.01*
		Mismatch	3.39±1.08		
Total Score	Difference Gender	Match	3.30±0.41	-3.263	<0.01*
		Mismatch	3.43±0.43		

*Note: $p < 0.05$ indicates a significant difference; $p < 0.01$ indicates a highly significant difference

From Table 6, Special post teachers in different work locations had extremely significant differences ($p < 0.01$) in "Work environment and treatment", "Nature and characteristics of work", and overall scores. Teachers in special post teachers at middle schools faced the highest level of stress, including the assessment of work performance, workload, and the handling of non-work-related matters. This analysis suggests that it is related to the characteristics of working in middle schools, where there are higher demands for graduation rates, teaching quality, and inspections at various levels. Moreover, many of these special post teachers are recent graduates from universities, and thus, they inevitably face greater multi-faceted stress.

Table 6. Analysis of Occupational Stress Differences Across Different Work Locations

Variables	Primary School	Middle School	Other	F	p
Work environment and treatment	3.10±0.72	3.10±0.99	3.10±0.72	53.351	<0.01
Nature and characteristics of work	3.98±0.74	3.10±0.63	3.10±0.73	10.153	<0.01
Subject teaching ability	3.15±1.12	3.10±0.96	3.10±0.74	2.223	0.110
Interpersonal relationships	3.03±0.65	2.99±0.79	3.10±0.75	0.200	0.819
Total Score	3.39±0.42	3.49±0.44	3.10±0.76	5.888	<0.01

From Table 7, there are extremely significant differences ($p < 0.01$) in "Work environment and treatment" and "Nature and characteristics of work"; There was a significant difference in total score ($p < 0.05$). The results indicate that special post teachers with different salary benefits experience different occupational stress in terms of objective differences and total scores in their job positions. Special post teachers with higher salaries reported less stress in the work environment and treatment but more in terms of the nature and characteristics of work.

There is an extremely significant difference in the dimension of "Nature and characteristics of work" among special post teachers with different workloads ($F=4.931$, $p < 0.01$). The results indicate that different workloads lead to various job stress, while the differences in other dimensions are not significant. In practical research, it has been found that this stress may not only come from the workload of routine teaching but also from the hidden workload brought about by overtime non-work tasks and assessment systems linked to enrollment rates.

Table 7. Occupational Stress Differences Across Different Work Locations

Variables		$\bar{x} \pm SD$			F	p
		Low	Medium	High		
Work environment and treatment	Different salary	3.34±0.94	3.18±0.86	2.39±1.12	24.447	<0.01
Nature and characteristics of work	Different salary	4.06±0.77	4.00±0.68	4.29±0.52	5.415	<0.01
Total Score	Different salary	3.47±0.45	3.42±0.46	3.28±0.39	4.17	<0.05
Nature and characteristics of work	Different workloads	3.76±0.78	4.13±0.64	4.13±0.67	4.931	<0.01
Total Score	Different workloads	3.28±0.42	3.42±0.43	3.40±0.43	1.484	0.228

4.5 Analysis of the Psychological Problems of Special Post Teachers

From Table 8, the difference in the self-flexibility of males and females is extremely significant (p<0.01). The self-flexibility score of male teachers is significantly higher than that of female teachers. That is, the self-concept of male teachers is more flexible.

In terms of "Dissonance between self and experience", "Self-flexibility", and an overall score, majors matching status influence the psychological problems among special post teachers. The results show that special post teachers who do not match their professional and posts are more likely to have discord of "Dissonance between self and experience", leading to psychological conflicts, especially when reality and self-flexibility are contrary to themselves. In general, the special post teachers who match academic majors and work show a better mental health state.

Table 8. Psychological Problems Difference T-test

Variables			$\bar{x} \pm SD$	t	p
Self-flexibility	Difference gender	Male	2.93±1.11	2.888	0.001*
		Female	2.59±1.03		
Total Score	Difference gender	Male	3.10±0.79	-1.739	0.083
		Female	3.25±0.75		
The dissonance between self and experience	Different majors matching	Match	2.89±0.83	-2.520	<0.05*
		Mismatch	3.13±0.87		
Self-flexibility	Different majors matching	Match	2.94±1.11	2.801	<0.01**
		Mismatch	2.60±1.04		
Total Score	Different majors matching	Match	3.04±0.74	-2.714	<0.01**
		Mismatch	3.283±0.78		

*Note: p < 0.01 indicates a highly significant difference;p < 0.05 indicates a significant difference

From Table 9, there are significant differences in the dimension of "Dissonance between self and experience" among the subjects with different salaries (p< 0.05), indicating that teachers with different salaries have significantly different responses and attitudes toward the conflicts between self and experience.

Table 9. Analysis of Differences in Psychological Problems in Different Salary Treatments

Psychological Problems	$\bar{x} \pm SD$			F	p
	Low	Medium	High		
The dissonance between self and experience	3.09±0.82	2.80±0.91	3.17±0.85	4.478	<0.05*
Self-flexibility	2.71±1.06	2.89±1.19	2.63±0.98	1.254	0.287
Self-stereotype	3.29±0.93	3.18±1.11	3.27±0.96	0.356	0.701
Total Score	3.22±0.76	3.03±0.83	3.27±0.73	2.349	0.097

Note: p<0.05 indicates a significant difference

4.6 Related Analysis

Table 10. The Relation between Occupational Stress and Psychological Problems

Psychological Problems	Occupational stress				Total Score
	x ₁	x ₂	x ₃	x ₄	
y ₁	0.330**	0.176**	0.384**	0.051	0.515**
y ₂	0.309*	0.337*	0.343**	0.364**	0.666**
y ₃	0.225**	0.349**	0.178**	0.445**	0.553**
Total Score	0.376**	0.369**	0.361**	0.376**	0.734**

Note: The correlation coefficients indicate the strength and direction of the linear relationship between occupational stress variables (x₁, x₂, x₃, x₄) and psychological problems (y₁, y₂, y₃, total score). Values marked with ** indicate a significant correlation at the p<0.01 level. Values marked with * indicate a significant correlation at the p < 0.05 level.

From Table 10, this study conducted a thorough correlation analysis between the occupational stress and psychological problems of special post teachers in Zunyi City, Guizhou Province, and arrived at the following conclusions:

x₁ related with x₄ = 0.051 mean 0.051 insignificant.

x₁ related with y₁ =0.330**, ** mean 0.330 significant at level .01

x₁ related with y₂=0.309*, * mean 0.309 significant at level .05

The study found a significant correlation between occupational stress and psychological problems among special post-teachers.

- (1) There is a significant positive correlation between the level of occupational stress and unhealthy psychological problems.
- (2) All dimensions of occupational stress are positively correlated with unhealthy psychological problems.
- (3) The dissonance between self and experience is positively correlated with occupational stress.
- (4) Self-flexibility is positively correlated with occupational stress.
- (5) The Self-stereotype is positively correlated with occupational stress.

5. Discussion

There are significant differences in occupational stress among special post teachers in variables such as gender, professional background, workplace, salary and benefits, and workload. At the same time, there are no significant differences in variables such as age and teaching experience. Corresponds to Ralf Schwarzer (2008) believes that teachers generally face various psychological problems, which may lead to depression, low sense of accomplishment, occupational burnout, and even significant personality changes (Wang and Huang, 2007) and Dick Evan and Wagner U (2001) show that excessive workload is the main source of stress. The support of schools or students can emit the workload of teachers emotionally. The results of this study provide a new reference for our understanding of the occupational stress of teachers and also offer specific strategies and measures for reducing the occupational stress of teachers.

There are significant differences in the level of psychological problems among special post teachers in terms of gender, professional background, salary, and benefits. Still, no significant differences were observed in variables such as age, teaching experience, workplace, and workload. Corresponds to Sultan Altunsoy et al. (2010), researched the relationship between teachers' self-efficacy and occupational anxiety using an occupational stress scale. They found a significant negative correlation between teachers' self-efficacy and occupational anxiety levels. Higher self-efficacy was associated with lower levels of occupational anxiety, while lower self-efficacy was linked to higher levels of occupational anxiety (Zhang, 2012; Zhang and Zheng, 2011). Serdar Akbulut, among others, explored the relationship between future teachers' lifelong learning tendencies and occupational stress using the "Lifelong Learning Tendency Scale" and the "Future Teacher Occupational Stress Scale." They found a strong positive

relationship between teachers' psychological problems and the establishment of their lifelong learning perspective (Lu, 2011). Previous discovered that teachers' use of educational technology during instruction could impact their mental well-being. The use of modern educational technology tended to increase teacher occupational stress to some extent, hindering improvements in teaching quality (Fernandez et al., 2021). Mehmet Ozcan studied the relationship between occupational stability and psychological problems, identifying occupational stress stability as a crucial factor in the emergence of psychological problems (Mehmet, 2020).

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In summary, there is a close positive correlation between the occupational stress of the special post and psychological problems. For the mental health of special post teachers, to lower their career stress, future research and practice should pay attention to the following aspects:

First of all, improve the self-cognitive ability and self-flexibility of special post-teachers through vocational training; Secondly, improve the working environment and salary of special post teachers to provide better working conditions; Finally, strengthen the psychological health guidance of special post teachers, help them establish effective response strategies, and reduce the emergence of psychological problems.

6. Conclusion

There are significant differences in occupational stress among special post teachers in variables such as gender, professional background, workplace, salary and benefits, and workload. At the same time, there are no significant differences in variables such as age and teaching experience.

There are significant differences in the level of psychological problems among special post teachers in terms of gender, professional background, salary, and benefits. Still, no significant differences were observed in variables such as age, teaching experience, workplace, and workload.

The influence of occupational stress on psychological problems is shown.

(1) In the variable of "discord between self and experience", there is a high correlation between it with the stress variable between "working environment and treatment" and "discipline teaching ability".

(2) In terms of the "self-stereotype" variable, it shows a significant correlation with the "work nature and characteristics" and "interpersonal relationship" stress variables.

(3) The "self-flexibility" variable and the variable of the occupational stress variable show a significant positive correlation.

There is a significant positive correlation between occupational stress and psychological problems among special post teachers in Zunyi City, Guizhou Province. This indicates that the greater the professional pressure on special post teachers, the higher their level of psychological problems may also increase, and there is a close correlation between the two.

7. Recommendation for Research

- (1) Improve treatment: Reasonably adjust remuneration packages to reflect the value of labour. Establish special allowances and bonuses to recognize long-term service. Expand the scope of welfare benefits, including medical care, pension, housing, etc.
- (2) Strengthen infrastructure construction: improve the accommodation condition of rural schools, build and maintain school roads, improve transportation convenience, and equip with necessary teaching equipment and facilities.
- (3) Optimize recruitment and training: pay attention to professional skills and teaching experience when recruiting, and strengthen pre-job training and on-the-job continuing education.
- (4) Psychological guidance system: establishes a psychological consultation room to provide psychological consultation services, carry out mental health lectures and team building activities, and encourage mutual aid groups for teachers on special post teachers to cope with challenges jointly.
- (5) Policy implementation and supervision: establish a regulatory agency to ensure the implementation of policies, hold accountable regions or units that fail to implement them, and conduct regular evaluation and feedback on teachers on special post teachers.

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