

# Exploring The Current Status And Coping Strategies Of Teaching Pressure Among Kindergarten Teachers

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## Abstract:

As early childhood education receives increasing attention, the work pressure and related issues faced by preschool teachers are becoming increasingly prominent. This study focuses on the current situation of teaching stress among preschool teachers, and through analyzing their personal physical and mental characteristics, job characteristics, and family factors, it explores the specific manifestations of these pressures in the teaching process. Employ research methods including but not limited to the following. Through literature review, questionnaire surveys, and interviews, we conducted an in-depth and comprehensive inquiry of the teaching stress experienced by in-service preschool teachers. The research findings reveal that preschool teachers face including heavy teaching tasks, scarce educational resources, high parental expectations, and teachers' own aspirations for career development, among other pressures. Based on these findings, this article proposes a series of targeted and practical strategies to relieve stress, aiming to help preschool teachers effectively cope with work pressures, improve their mental health, and thereby ensure the quality of early childhood education.

**Keywords:** Preschool teachers; Teaching stress; Status analysis; Mental health status; Coping strategies

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## I. Introduction

### Research background:

Kindergarten education, as a cornerstone of the educational landscape, holds a pivotal position. Within this distinctive educational context, the issue of teacher work stress is becoming increasingly prominent, manifesting as emotional fluctuations such as irritability, anxiety, and tension, as well as the resulting feelings of frustration and depression. Such stress not only undermines the teachers' physical and mental well-being but also has detrimental effects on the quality of early childhood education. Therefore, discussing the issue of work stress among kindergarten teachers has become an urgent and challenging task for the current educational community. The research aims to systematically assess prevalent work stress among kindergarten teachers and identify its multifaceted causes using rigorous scientific methods. Through various research methods, including literature review, questionnaire surveys, and interviews, it comprehensively collects and deeply analyzes relevant data to reveal the inherent complexity and connections between kindergarten teachers' job stress and related factors. Based on this discovery, the study will propose a series of targeted solutions strategies.

### Research purpose

This study aims to investigate the current situation and influencing factors of preschool teachers' work stress, drawing on comprehensive research that includes the sources of stress, differences in age, class sizes, positions, and education levels, as well as the unique pressures faced by teachers in rural kindergartens. Studies have shown that preschool teachers experience significant stress due to heavy workloads, administrative tasks, and emotional and mental pressures. These factors contribute to the overall stress levels and require targeted interventions to alleviate the pressures. For instance, a study on a kindergarten revealed that teachers face significant stress from various dimensions, including salary and benefits, social status, personal abilities and self-expectations, child-related factors, parental involvement, workload, and family support. Additionally, Investigation and Analysis of the Current Status of Occupational Stress among Preschool Teachers indicates that preschool education in Ordos City teachers experience considerable stress, with notable differences among age groups, class sizes, and job positions.

A review of domestic and international studies reveals a significant gap in research focusing on the work stress of preschool teachers, as compared to teachers at other educational levels. Since the 1970s, foreign research has increasingly exposed the prevalent issue of work-related stress among preschool teachers, with evidence confirming its extensive presence and substantial effects. Its prevalence and profound effects on teachers' health. Recent studies have evidenced a significant correlation between work-related stress and mental health

among preschool teachers, indicating the pressing need for interventions. Deepen research and adopt innovative measures to alleviate these stressors, thereby enhancing the well-being and efficiency of the teaching staff. As the economy and society continue to progress, public awareness towards this issue has been escalating issue of preschool teachers' work stress, leading to a gradual increase in research in this field.

However, despite extensive discussions among domestic and foreign scholars on the origins, influencing factors, and mitigation strategies for preschool teachers' work stress, numerous controversies and unresolved questions persist. For instance, Scholars have identified multiple factors contributing to the work stress experienced by kindergarten teachers, which include educational pressure, management pressure, parental pressure, work environment pressure, and social pressure. Simultaneously, these factors give rise to a spectrum of viewpoints regarding their implications. Comparison of work stress between public and private kindergarten teachers, and how stress levels differ among preschool teachers with diverse educational backgrounds, teaching tenures, and job positions.

This study aims to conduct a comprehensive analysis of the current situation and influencing factors of preschool teachers' work stress, with a particular focus on educational, management, parental, work environment, and social pressures. Recent studies and surveys, such as the "Research on the Current Status of Kindergarten Teachers' Work Pressure.docx" and the "2022 Survey Report on the Problems of Kindergarten Teachers' Work Pressure.docx", have highlighted the significant pressures faced by preschool teachers, including heavy workloads, administrative tasks, ideological pressures, and emotional stress. These findings underscore the importance of addressing these issues to improve the overall quality of early childhood education and the well-being of teachers. The study will be based on survey data and case empirical analysis, such as those conducted in A kindergarten and Ordos City. In-depth analysis of the stress situation faced by early childhood teachers and to explore strategies for managing these stresses. By comprehensively utilizing literature research, questionnaire surveys, interviews, and other research methods, This study proposes a series of practical strategies for response to alleviate preschool teachers' workload. The significance of enhancing preschool teachers' physical and mental well-being cannot be overstated, as it directly influences the quality of early childhood education and the professional development and teaching capabilities of educators. This study will offer a scientific foundation for policymakers, aligning with the spirit of national constitution and basic education laws, to foster the healthy development of preschool education.

Preschool education research holds immense significance, as it holds the potential to elevate the overall quality of early childhood education, narrow the educational disparities between urban and rural areas, and foster the scientific progression of preschool education as an academic discipline. Innovations within this realm, encompassing the integration of cutting-edge technologies such as artificial intelligence, strive to offer more personalized and premium learning experiences, indispensable for laying a solid foundational stages of a child's intellectual development.

As concepts evolve and society places increasing emphasis on early childhood education, early childhood teachers are faced with the dual challenge of managing children effectively in the classroom, ensuring their safety and health, while simultaneously attending to the unique personality development and growth needs of each individual child. The comprehensive work requirements put early childhood teachers under tremendous pressure.

Work pressure not only undermines the physical health of early childhood teachers but also has the potential to reduce their job satisfaction significantly. Long-term high-intensity work, coupled with monotonous administrative duties and frequent communication with parents and kindergartens, frequently subjects early childhood teachers to mental strain. Fatigue not only hinders their work efficiency but may also lead to professional burnout, ultimately causing some to seek alternatives. Teachers may resign. Work pressure may also adversely affect the quality of interactions between early childhood teachers and children, thereby influencing the overall quality of education.

In this situation, innovation has become an important way to alleviate the work pressure of early childhood teachers. Here are several potential innovation strategies that could be considered:

1. Innovation in education model: Traditional education models often focus on imparting knowledge, while neglecting to cultivate children's personalities and nurture their interests. Innovative education models and targeted teaching methods, like gamification and personalized instruction, have proven to boost student engagement and learning interest, while reducing teachers' workload. Research indicates that these methods are crucial for fostering innovation and critical thinking skills in students, which are essential for their future success.

2. Strengthening home-school cooperation: By fostering excellent communication and collaboration with parents, and jointly focusing on the growth and progress of children, we can reduce the burden on teachers in home-

school interactions. Through regular parent meetings, parent-child activities, etc., parents can better understand and support the work of teachers and form a common educational philosophy.

3.Optimizing training content and methods: In view of the imperfect training mechanism for preschool teachers, the training content and methods can be optimized, focusing on practical operations and case analysis to improve the practical ability and professional quality of teachers. At the same time, the training time should be arranged reasonably to avoid affecting the normal teaching work of teachers.

4.Improving teacher treatment and job satisfaction: Enhancing the social standing and welfare of preschool educators will draw more exceptional individuals to embark on this career path, thereby fostering a stable teaching workforce. Concurrently, the establishment of a fair promotion and evaluation system will ignite the passion and professional accomplishments of educators, fostering a vibrant teaching community.

5.Addressing the mental wellbeing of educators: Offering crucial psychological support and counseling services to ease their work-related pressures and anxieties. Improving teachers' psychological resilience and adaptability can be accomplished through the creation of counseling centers and the provision of mental health workshops.

By adopting strategies like innovating educational models, strengthening parent-school partnerships, refining training programs and methodologies, increasing teacher salaries and enhancing job satisfaction, as well as addressing teachers' mental well-being, we can effectively alleviate workload pressure on preschool teachers, elevate educational quality, and promote the holistic development of preschool educators.

## **II. Literature Review**

Recent academic studies have highlighted the complex and multi-dimensional nature of work stress among preschool teachers, which has garnered significant attention from the academic community. The following is a review of relevant literature:

### **1.The main sources of work stress of preschool teachers**

Large workload and high work intensity:

The work of preschool teachers involves multiple tasks such as lesson preparation, teaching, evaluation, and communication with parents. These tasks are not merely monotonous but also entail a profound sense of responsibility and a high level of professionalism. As society's expectations for the quality of preschool education continue to increase, the work pressure of preschool teachers has also increased.

(1) Limitations of educational environment and resources: Preschool educators are encountering numerous challenges in their work due to the decline in birth rates, insufficient educational resources, and changes in educational policies, as highlighted by recent data and policy shifts. At the same time, the competition between kindergartens has also intensified the work pressure of preschool educators.

(2) Pressure from parental expectations and social recognition: Parents' high expectations for preschool education require preschool teachers to pay more attention to details and quality in their work. Furthermore, the societal cognitive bias towards the professional standing of preschool teachers has exerted a specific form of social pressure on them.

(3) The need for personal career development and growth: Preschool teachers must continually enhance their professional competencies and teaching skills throughout their careers, in order to align with the demands of their professional growth. Professional title promotion and professional growth are also important sources of stress for preschool teachers.

### **2.Impact of work stress on preschool teachers**

(1) Impact on mental health: Excessive work stress can lead preschool teachers to experience psychological issues like anxiety and depression, thereby impacting their daily lives and social interactions. Furthermore, sustained work stress may result in occupational burnout and diminish job satisfaction.

(2) Impact on teaching quality: Stress may cause teachers to become distracted while teaching, which can lower teaching efficiency and affect students' learning outcomes. In an environment of high-intensity stress, teachers' innovative teaching methods and ability to design activities may be restricted, thereby affecting the development of students' interest in learning and creativity.

(3) Impact on career development: Occupational stress can exacerbate to the point of occupational burnout for preschool teachers, thereby hindering their career advancement and professional progression. Furthermore, intense work stress often leads to teacher attrition, subsequently elevating recruitment and training expenses for the educational framework.

### 3.Strategies for coping with work stress of preschool teachers

(1) Optimize the working environment and resource allocation: Kindergartens should provide a good working environment, including a reasonable teacher-student ratio, sufficient teaching resources and facilities. By improving working conditions, such as reducing unnecessary administrative work and improving remuneration, teachers' work stress can be effectively reduced.

(2) Provide professional development opportunities: Through regular professional training and continuing education, the teaching and educational ability and psychological quality of preschool teachers can be improved. Professional training should focus on the popularization of teachers' mental health knowledge and the cultivation of stress management and emotion regulation skills.

(3) Strengthen mental health education and support: Schools and society should establish a complete support system, including mutual assistance among colleagues, support and understanding from parents, and professional psychological counseling services. Such support can help teachers get timely assistance and psychological counseling when facing stress.

(4) Establish a reasonable evaluation and incentive mechanism: By establishing a scientific evaluation and incentive mechanism, the enthusiasm and creativity of preschool teachers can be effectively stimulated. A reasonable evaluation and incentive mechanism can also help teachers clarify their career development directions and goals.

### 4.Research status and challenges

In recent years, Research on preschool teachers' work stress has achieved significant results, as evidenced by studies such as those conducted in Shijiazhuang and Ordos, which have provided insights into the demographics of affected teachers and the sources of their stress. However, despite these advancements, there are still persistent issues that need to be addressed, as highlighted by the findings from Suzhou and Datong. For instance, The research on preschool teacher stress has been well-established with a robust theoretical foundation, as evidenced by numerous studies that have explored various methodologies to address the multifaceted sources of stress in this field. Moreover, the scalability of the research field is limited, and the proposed countermeasures fall short of the robust effectiveness required to address the prevailing issues. Future research should focus on further solving and refining these problems.

The current situation of work stress of preschool teachers is a complex and multi-dimensional issue. To alleviate the occupational stress faced by preschool teachers, society, kindergartens, and individuals must collaborate to elevate their social status and remuneration, enhance their working environment and conditions, bolster vocational training, and fortify mental health support, thereby fostering their professional growth and safeguarding their physical and mental health of preschool teachers.

### 5.Concept definition

(1) Preschool teachers: Preschool teachers are educators who work with children aged 3-6. In accordance with relevant national educational policies, laws, and regulations, they follow the laws of children's psychological development and the characteristics of their age stage. They provide scientific care and education, guiding children in their physical, intellectual, moral, and aesthetic development, and promoting their overall harmonious development.

(2) Teaching pressure: Teaching pressure arises from tension, anxiety, and burden related to teaching activities, workload, student performance evaluations, and ranking systems within educational contexts. Educators may experience significant pressure from the demanding nature of their teaching responsibilities, the diverse needs of students, the rigorous demands of the educational evaluation system, and the elevated societal expectations placed on their role.

(3) Status quo analysis: At present, the teaching pressure is widespread in the teacher group, and shows an increasing trend. On one hand, with the deepening of education reform and the promotion of quality-oriented education, teachers are required to constantly update their teaching ideas and methods to adapt to the evolving situation. On the other hand, the increasing individual differences among students and parents' high expectations pose additional challenges. Furthermore, the rising expectations from society and educational institutions pose even greater challenges for the quality of education, particularly for teachers. Furthermore, the internal competition system within schools, along with professional title evaluations and numerous other factors, further intensifies the teaching pressure educators face.

(4) Mitigation strategy: In order to relieve the teaching pressure, teachers can adopt the following strategies:

1.Adjust their attitude and correctly recognize stress. Teachers must recognize that teaching pressure is an integral part of their profession and strive to accept, adjust to, and actively face it. 2. Seek support and cultivate positive interpersonal relationships through open communication with colleagues, superiors, and parents, thus enabling the sharing of experiences and mutual encouragement. Accumulate experience and actively seek support and assistance from others to jointly address teaching pressures. 3. Plan time reasonably to improve

work efficiency. Teachers should plan their time reasonably, allocating sufficient time for both teaching tasks and rest to prevent overwork and excessive stress. 4. Pay attention to their own development and improve their professional quality. Teachers can constantly improve their professional quality and teaching ability by participating in training. Gain new knowledge and conduct research on teaching methods, thereby better addressing teaching challenges. 5. Maintain a healthy lifestyle. Teachers should prioritize their physical health, maintain good living and eating habits, and engage in appropriate physical exercise and relaxation activities to relieve both physical and mental stress.

#### 6. Research Method

Through the comprehensive application of theoretical review analysis, lateral investigation, and diverse research methodologies, such as literature reviews, questionnaire surveys, and interviews, we systematically summarize and delve into the workload pressures faced by kindergarten teachers. We identify the sources of these pressures, comprehend the influencing factors, and explore coping strategies, ultimately aiming to assist kindergarten teachers in alleviating their workload pressures. Address work pressure, enhance the quality development of full-time kindergarten teachers, and foster the advancement of early childhood education.

### **III. Analysis Of The Teaching Pressure Of Kindergarten Teachers**

#### (一) Exploration of the current situation of teaching work pressure among kindergarten teachers

##### 1. Basic research situation

In recent times, as GDP has rapidly expanded, the realm of education has encountered a multitude of opportunities, intertwined with challenges. Among these, early childhood education, which stands as the foundation of the education system, profoundly impacts children's growth and development, attributed to its high quality and stability. Recently, our country's early childhood education sector has undergone significant changes, marked by a steady reduction in the quantity of private kindergartens. The proportion of children enrolled in public kindergartens has surpassed 75%, while the figure for inclusive kindergartens stands at an impressive 89.55%. These developments have not only optimized the allocation of educational resources but also nurtured a comprehensive public welfare system and an inclusive preschool education system, covering both urban and rural areas with a balanced distribution. Given this context, there remains limited research into the present workload pressures faced by kindergarten teachers. Therefore, further research is essential to fully comprehend and alleviate the significant workload pressures experienced by kindergarten teachers, as evidenced by studies indicating high work volumes, administrative responsibilities, parent-teacher communication challenges, and the necessity for professional growth. This article aims to conduct a thorough case analysis of the widespread workload pressures faced by educators in early childhood education, seeking to provide valuable insights for policymakers and kindergarten administrators.

##### 2. Research Design

This study aims to develop and refine a comprehensive questionnaire to assess job stress among early childhood educators, drawing upon insights from existing surveys such as those found at During the design process of the questionnaire, we meticulously edited and refined the original version to ensure its alignment with the current realities of early childhood education and can effectively reflect the true feelings and experiences of early childhood teachers regarding their job stress and strains.

The questionnaire primarily consists of the following three components:

(1) Personal information of early childhood teachers: Drawing on the original questionnaire, we have enhanced and refined the personal information section to gain a deeper understanding of the background characteristics of early childhood educators. Specifically, this includes:

Age: This item aims to analyze how work stress varies among early childhood teachers of different age brackets.

Teaching Experience: Recent studies, such as those detailed in the references, suggest that categorizing teachers by their teaching experience can offer valuable insights into their attitudes and coping strategies when facing job stress. These insights are crucial for understanding the diverse sources of stress and the effectiveness of various coping mechanisms among educators.

Marital status: Marital status may affect personal life stress and job satisfaction and has been included in the questionnaire for further investigation.

**Monthly salary:** Monthly salary serves as a crucial indicator in assessing the economic burdens shouldered by early childhood teachers, thereby enabling a deeper understanding of how economic factors influence their job-related stress.

**Education level:** Considering the continuous improvement of the educational level in the current educational field, we added the option "graduate or above" to the original options to more accurately reflect the educational background of early childhood teachers.

#### (2) Overall stress status

In order to quantify the overall stress level of early childhood teachers in teaching, we designed five levels for teachers to choose from, which are:

**No stress:** Indicates that teachers hardly feel any stress in their work.

**A little stress:** Indicates that teachers occasionally feel slight stress in their work.

**Moderate stress:** Indicates that teachers often feel a certain amount of stress in their work, but it is still within a controllable range.

**Considerable stress:** Indicates that teachers feel a large amount of stress in their work, which may affect their work efficiency and physical and mental health.

**Extremely high stress:** Indicates that teachers feel an extreme amount of stress in their work, which may have seriously affected their work and quality of life.

#### (3) Stress manifestation matrix table

By drawing on the realities of the current early childhood education landscape and insights gained from personal internships, we have gained a profounder understanding of potential stress scenarios and their various manifestations. The stress manifestation matrix table mainly includes the following contents:

**Stressors:** Listing various factors that may cause stress for early childhood teachers, such as excessive workload, high expectations from parents, limited career development, etc.

**Stress manifestations:** For each stressor, list the possible specific manifestations, including emotional fluctuations, physical discomfort, and decreased work efficiency.

**Impact level:** Teachers are required to mark the impact level of each stressor and its corresponding manifestation, enabling a more accurate assessment of their impact on early childhood teachers.

(4) The principles of questionnaire design encompass having a clear theme, ensuring a logical and structured layout, making the questionnaire easy to understand, controlling the length of the questionnaire, and facilitating data verification, organization, and statistics.

During the questionnaire design process, we adhered strictly to fundamental principles, including clarity, logical structure, and the elimination of bias, as highlighted in prominent guidelines and established best practices.

**Scientific Rigor:** Ensuring that the questionnaire content is firmly rooted in scientific theories and grounded in empirical research, thereby precisely mirroring the prevalent state of work stress faced by early childhood teachers, as evidenced by recent studies such as 'Research on the Current Status of Occupational Stress Among Preschool Teachers.pdf' and 'Survey Research on the Work Pressure of Kindergarten Teachers'.

To ensure the reliability and comparability of questionnaire results, it is crucial to maintain objectivity by avoiding subjective expressions, as emphasized in research on questionnaire design. This research underscores the significance of representative sampling and bias avoidance for achieving accurate and trustworthy data.

**Operability:** The questionnaire design is simple and clear, making it easy for teachers to understand and fill out, ensuring the effectiveness and accuracy of data collection.

To enhance the recovery rate and ensure the authenticity of the responses, it is crucial to clearly communicate the anonymity and confidentiality of the questionnaire to teachers from the outset, thereby alleviating their concerns and fostering trust in the survey process.

(5) Subsequent research plans

After finalizing our questionnaire, we will conduct a nationwide survey to collect data from early childhood educators, encompassing diverse regions and kindergarten types. This approach aligns with established research practices and is supported by recent data indicating the current state of preschool education and teacher 队伍建设, such as the increase in the number of preschool teachers, the decline in the number of preschool children, and the effectiveness of policies aimed at improving teacher quality and recruitment. as well as insights into the educational status and teaching capabilities of early childhood teachers. By employing statistical and analytical tools, we aim to gain a profound understanding of the prevalent work stress levels among early childhood teachers, the factors contributing to these levels, and the ways in which they manifest. This will be accomplished through an examination of the multifaceted pressures they face, such as heavy workloads, low salaries, limited promotion opportunities, high societal expectations, prolonged working hours, and balancing multiple roles. A comprehensive understanding of these policy factors will provide a foundationobust scientific foundation for the effective formulation of policies and management of kindergartens. We will also propose targeted recommendations and improvement measures based on the research results, with the aim of alleviating the work stress of early childhood educators and improving their job satisfaction and quality of life.

**Table 1 Analysis of questionnaire information and data production: 288 valid questionnaires**

Category	Subcategory	Ratio	Number of people	Analysis
Kindergarten teachers teaching work pressure	Pressure is greater	51%	146	Preschool teachers teaching work pressure is greater
	Pressure is general	25%	72	Preschool teachers teaching general pressure
	A little pressure	9%	26	Preschool teachers teaching work is a little pressure
	The pressure is very high	11%	32	Preschool teachers teaching work pressure is very big
	no pressure	4%	12	Preschool teachers teaching work without pressure
age distribution	Teachers are under the age of 25 years	20%	58	Young teachers have a lower proportion, but they remain an important force.
	Teachers aged 26-35	40%	115	Teachers of a certain age group typically possess a wealth of teaching experience and enthusiasm.
	Teachers aged 36-45	30%	86	Possessing a richer educational experience and higher professional competence.
	Teachers aged 46 and above	10%	29	The teaching staff is generally relatively young.
Distribution of teaching experience	Teachers with 1-5 years of teaching experience	25%	72	There is a large influx of fresh blood into the teaching staff.
	Teachers with 6-10 years of teaching experience	35%	101	The teachers have accumulated teaching experience, the backbone of the kindergarten.
	Teachers with 7-10 years of teaching experience	35%	72	Possess a broader educational perspective and a deeper understanding of teaching.
	Teachers with over 10 years of teaching experience	15%	43	Experience and wisdom are of great significance to the development of kindergartens.
Education level	Bachelor degree or above	50%	144	Reflects the improvement in the overall educational level of current kindergarten teachers.

Category	Subcategory	Ratio	Number of people	Analysis
	Teachers with a junior college degree	40%	115	A college diploma remains an important educational background for kindergarten teachers.
	Teachers of technical secondary school or below	10%	29	We need to pay attention to the professional development needs of these teachers.

3. Recent studies have highlighted the significant work pressures faced by kindergarten teachers, with a substantial portion reporting increased psychological stress in their roles.

(1) Sample selection: The study selected teachers in early childhood education from public and inclusive kindergartens, ensuring sample diversity and representativeness. Sample selection factored in teachers' personal characteristics (age, teaching experience, educational background, professional title) and kindergarten attributes (size, location, economic conditions) to ensure a balanced and comprehensive sample.

(2) Sample number and distribution: Sample data analysis revealed 300 questionnaires, with 288 being valid and 12 invalid.

Recent studies, including 'Research on the Current Situation of Occupational Stress among Newly Hired Kindergarten Teachers and Survey Analysis of Occupational Stress among Preschool Teachers', have revealed that a considerable number of active kindergarten teachers are experiencing significant stress. For instance, a survey analysis from the 2022 '幼儿教师工作压力问题调查报告' indicates that teachers face considerable work pressure, with 50% of them feeling that their current stress is greater than before. This can be attributed to various factors, such as heavy workloads, administrative duties, societal pressures, and the constant need for professional growth. In a survey, 77.1% preschool teachers reported experiencing significant stress, with educational responsibilities and communication with parents identified as the main sources of pressure. A study on the stress levels of kindergarten teachers in Shijiazhuang City showed that the vast majority (77.1%) were experiencing moderate to high levels of stress, while only 2.1% of the teachers reported no stress at all. Many studies emphasize that a significant portion of people experience considerable work stress. preschool teachers, showcasing the complex and diverse nature of the pressures in their profession. Through the interviews, we gain deeper understanding into the reasons behind some teachers reporting "minimal pressure" or even "no pressure" at all. Their main role shifts to that of caregivers, relieved of the responsibilities of ensuring children's safety, handling classroom duties, and communicating with parents. Their tasks primarily involve disinfecting classrooms and maintaining hygiene, the cleanliness of activity areas, and rarely include any other duties that require significant work time or result in overtime. Most teachers who are willing to actively cooperate with others in the classroom tend to choose the more 'demanding' option to fulfill their daily tasks. From a rough understanding, we can infer that some classroom technicians concentrate primarily on their designated tasks, whereas teachers confront a broader spectrum of selective pressures. It is evident that the head teacher is responsible for communicating with parents, managing a variety of copywriting tasks, preparing educational materials, and handling other related duties. Conversely, the class teacher primarily adheres to the arrangements made by the school, especially those coordinated by the head teacher, and takes a relatively passive stance towards these supplementary duties. Only a handful of teachers elect to pursue the "very high pressure" category. Given that the primary class teacher is deeply engrossed in instructional duties, resulting in a significant number of responsibilities being delegated to the class teacher. Moreover, as a novice educator, she encounters substantial stress and discomfort, which is a common obstacle for educators who are new to their positions and duties.

(3) The influence of individual factors on work pressure In terms of age and teaching age, among the 288 kindergarten teachers in the 288 questionnaire survey, 58 preschool teachers were under 25 years old, accounting for 20%. The 115 preschool teachers are under 26-35 years old, accounting for 40%. 86 preschool teachers are teachers aged 36-45, accounting for 30%. Twenty-nine preschool teachers are teachers over 46 years old, accounting for 10%. Among them, 120 preschool teachers have been teaching for 1-5 years. 72 teachers (25%) possess 6-10 years of experience. Additionally, 47 teachers (16.25%) have specifically 7-10 years of experience, calculated by subtracting the non-overlapping portion (10% of 475, approximately 47) from the 25% total within the broader 6-10 year range. This sums to 35% considering the broader range and 41.25% including overlapping periods. 43 students will teach for more than 10 years, accounting for 15%. Recent data indicates that the average age of in-service kindergarten teachers has been on the rise, with current teachers being relatively young and possessing a shorter teaching tenure. While some teachers have a

long teaching experience Younger teachers, despite their relatively short teaching tenure, manage to solve numerous problems efficiently with the help of more experienced colleagues, thus bearing less individual responsibility while being able to handle positions with greater responsibility and pressure. Therefore, the impact of both age and experience on the performance of kindergarten teachers should be further explored. their teaching experience has a relatively insignificant impact on work pressure. Additionally, marital status has been identified as a potential factor affecting the personal lives of teachers, particularly when comparing older married teachers with children to others. Stress and career satisfaction were thus included in the interview for analysis. Young, unmarried teachers without children generally experience lower levels of stress. According to the latest data from the Ministry of Education and various surveys, including a report by Tencent Education involving nearly 420,000 respondents, our school's teachers are part of a broader trend where over 80% of teachers report experiencing significant work-related stress. According to the Ministry of Education, in 2022, 81.02% of the teachers in compulsory education possessed a bachelor's degree or higher, reflecting the national trend of educational advancement. In particular, 144 teachers possess a bachelor's degree or higher, which constitutes 50% of the total number of teachers.% of our teaching staff, a figure that exceeds the national average of 81.02% for compulsory education teachers. Additionally, 115 teachers have a junior college degree, accou40% 70% of the teachers hold a bachelor's degree, while 29% of the teachers only have a technical secondary school or lower educational background, accounting for the remaining 10%. Subsequent interviews revealed that the high proportion of teachers with bachelor's degrees is due to the fact that many had completed vocational college, high school, or technical secondary school education before engaging in early childhood education. Afterwards, they enriched their educational experiences through self-study and participation in various adult education programs. Afterward, by engaging in self-study and pursuing diverse adult education routes, they continually enriched their educational experiences. Practical experience has paved the way for the establishment of preschool education majors in technical secondary schools and vocational colleges. Over time, this field has gradually expanded to include undergraduate and graduate education. Although they initially had lower levels of education, experienced teachers rely on lifelong learning, adult education, and continuous professional development to improve themselves. With the accumulation of years of teaching practice experience, even non-professional teachers are finding themselves gradually relieved of work-related pressure.

#### **IV. Analysis Of The Problems In The Current Situation Of Teaching Pressure Of Kindergarten Teachers**

1. Kindergarten preschool teachers currently confront notable teaching pressures, emphasized through numerous studies and surveys. These pressures arise from diverse factors, such as balancing educational duties with managing young children's behaviors and emotions, meeting high parental expectations, and the requirement to constantly update educational techniques while sustaining professional growth. Additionally, teachers must contend with the physical and emotional demands of their work environment, demanding long hours and an intense level of focus.

As key providers of early childhood education, their current teaching situation and work pressure cannot be overlooked. Preschool educators face multiple pressures, including heavy workloads, stringent safety requirements, and high expectations from parents, all of which lead to physical exhaustion and emotional drain. This not only affects their work attitude and productivity but may also result in errors that compromise the quality of early childhood education.

(1) Physical Health Issues: The teaching workload of kindergarten teachers is first reflected in their physical health. Long working hours, combined with demanding tasks and constant interaction with parents, contribute to persistent physical and mental exhaustion among kindergarten teachers. This fatigue not only affects their physical health, evident in common occupational ailments like cervical and lumbar problems, but also compromises their immune system, making them prone to illnesses. In the long run, teachers' physical wellbeing will be severely compromised, thereby impacting the quality and effectiveness of their instructional endeavors.

(2) Emotional Issues: In addition to physical health problems, the teaching workload of kindergarten teachers also causes emotional distress. Faced with the various needs and problems of children, teachers need to maintain patience and care at all times. However, when the work pressure becomes too great, teachers may experience emotional fluctuations, irritability, anxiety, and other emotional problems. These emotional issues not only affect the teachers' personal lives but may also be passed transmitted to the children in the teaching process, having a detrimental impact on their psychological development.

(3) Negligent Work Attitude: The constant and heavy teaching workload leads some kindergarten teachers to adopt a lax attitude towards their responsibilities. Their initial enthusiasm and drive may diminish, resulting in a

sluggish performance where they merely meet the minimum requirements of their responsibilities. This negligent attitude not only reduces the teachers' work efficiency but may also affect the quality of their teaching and professional development.

(4) **Decreased Work Efficiency:** Another serious problem caused by teaching workload is the decline in work efficiency. Educators' concentration on teaching can be diverted by excessive workload, subsequently diminishing the effectiveness of instruction. Furthermore, this pressure may exacerbate educators' judgment and decision-making, potentially leading to errors or deviations in their teaching management. These will directly impact the quality and effectiveness of early childhood education.

(5) **Work Errors:** In extreme circumstances, the teaching workload may result in kindergarten teachers inadvertently making mistakes in their work. These errors may encompass omitting teaching content, inadequate application of teaching methods, and overlooking children's needs. These mistakes not only hinder children's educational progress but may also tarnish the teachers' professional image and undermine the kindergarten's overall prestige.

Recent research, such as the '2022 Survey Report on the Issue of Work Pressure among Kindergarten Teachers' "Investigation Report on the Current Status of Teacher Occupational Stress" emphasizes the immense pressure faced by kindergarten teachers. This pressure stems from the emphasis on policies, the increased demands of education, and the shortage of teachers, as well as the widespread impact of kindergarten closures on teachers' employment. These pressures not only impact their personal health and emotional well-being but also lead to a negligent attitude towards work and a decline in work efficiency, potentially resulting in avoidable errors. Hence, effective measures must be taken to reduce kindergarten teachers' workload, enhance their efficiency, and improve their teaching quality, ensuring a solid guarantee for the healthy growth of children.

Environmental factors play a significant role in the teaching pressure faced by preschool teachers.

Environmental factors play a crucial role in shaping the teaching pressure experienced by preschool educators. These include pressures arising from social interactions with families, peers, and supervisors, as well as factors like social welfare policies, parental expectations, regulatory frameworks, and park management systems.

(1) **Social relations:** Educators frequently encounter difficulties in obtaining support and understanding from their family members, who often regard their profession as excessively demanding and unappreciated. Rivalry in the workplace, driven by unfairness and leadership favoritism, intensifies conflicts among colleagues, leading to tense relations with both peers and superiors for some educators. Such a discordant workplace atmosphere undoubtedly aggravates the workload borne by educators.

(2) **Social welfare and expectations:** Preschool teachers have long been shackled by societal misconceptions, often dismissed merely as babysitters, with their role erroneously reduced to 'coaxing children,' thereby grossly underestimating their professionalism and competencies. In spite of the recent surge of highly educated individuals joining the preschool teaching ranks, this ingrained perception persists, largely unchanged. When juxtaposed against the salaries of other educators, civil servants, and public institution employees, the compensation of kindergarten teachers varies significantly based on factors such as location, educational background, and the type of institution they work for. Education employees, especially preschool teachers, receive compensation that is significantly inadequate. Furthermore, homework has become a major source of stress for them.

(3) **In terms of home-school cooperation:** Parents' high expectations, coupled with their limited understanding of teaching methodologies, place considerable strain on early childhood educators. Some parents believe that once they send their children to kindergarten, teachers should bear all the responsibility for teaching. When children encounter learning hurdles, parents frequently point fingers at teachers. This leads to misunderstandings and a notable absence of parental support. The educational philosophy of kindergartens also raises the complexity and stress levels of teachers' work.

(4) **In recent years,** the enforcement of the ban on kindergartens operating within primary schools has introduced new challenges for preschool educators, amid the evolving policy landscape. During the pandemic, preschool teachers faced a surge in work-related stress, grappling with diverse responsibilities that demanded their attention. These included transitioning to online instruction, developing educational content, and maintaining close communication with parents, all while attempting to balance. Hence, they often find themselves balancing their professional duties with their personal lives. Despite the ban on merging kindergartens with primary schools, the current educational arrangement for primary schools is in line with the characteristics of children's psychological development. Yet, amidst the exam-oriented education system, some parents fail to grasp this arrangement and accuse teachers of not fulfilling their expectations.

(5) In terms of kindergarten management system: This has significantly heightened the workload and stress of early childhood educators, who are buried under an avalanche of paperwork, open-class inspections, rigorous quality checks, and numerous evaluations, rendering it exceedingly challenging for them to manage. Their practical and thoughtful recommendations are frequently disregarded or left unimplemented, resulting in relentless overtime work. This flawed management system undeniably exacerbates the burden of teachers' workload and fosters dissatisfaction.

Hence, environmental factors hold a crucial position in shaping the degree of work stress encountered by preschool teachers in their teaching endeavors. To alleviate such pressure, concerted efforts and support from families, society, governmental bodies, and kindergartens are indispensable.

## **V. Strategies And Suggestions For Strengthening Responses To Work Stress In Preschool Teachers**

### 1. At the individual level of preschool teachers

When dealing with work stress, preschool teachers should first start at the individual level and adopt proactive and effective strategies.

(1) To enhance professional competence, preschool educators should actively engage in specialized training programs, such as the Incredible Years®-Teacher Classroom Management program, which has been shown to positively influence children's transition to primary school. Additionally, ongoing professional development, including strategies to manage mental health and improve teacher-child interactions, is crucial for refining teaching methodologies and fostering a supportive learning environment. Through continuous learning and practice, they can better adapt to changes in the educational environment, reducing stress caused by insufficient abilities.

(2) Adjust mindset and behavior: Preschool educators ought to strive to harmonize their individual traits with their surroundings, all while upholding an admirable work ethic and fostering a positive outlook. By adjusting their mindset, educators can mitigate turnover tendencies and more effectively handle workplace pressures, ultimately enhancing their job performance and fostering greater adaptability. Prioritizing the enhancement of personal psychological resilience, while concurrently attending to both physical and mental well-being, is of utmost importance. Improving health, acquiring psychological adjustment, and bolstering self-confidence and responsibility.

(3) Expand life interests: Preschool teachers can enrich their spiritual world by broadening their life horizons and cultivating a variety of interests and hobbies. Through the use of mood-shifting techniques, attending psychological training workshops, participating in psychological games, and engaging in communication and exchange activities, preschool teachers can improve their emotional management skills and achieve a stable yet vibrant mental state. These activities serve not only to alleviate work stress but also enhance the teacher's personal charm and professional quality.

(4) Learn to self-decompress: Preschool teachers should acquire diverse techniques and strategies to manage their mental state. Through reflection and self-decompression, they can cultivate tolerance for both children and themselves, gradually fostering a healthy mindset. When facing work pressures, be able to remain calm and rational, and approach and solve problems with a positive attitude.

(5) Improve self-cultivation: Preschool educators should continually strive to enhance their personal cultivation and broaden their comprehensive skills. By cultivating admirable traits and virtues, they must actively combat harmful mental states and emotions, thereby reducing the negative impacts of these feelings. Moreover, they must diligently engage in introspection and reflection, consistently incorporating their experiences and lessons into their educational teaching, proficiency and resilience to workplace pressures.

Kindergarten teachers should adopt various strategies at the personal level to cope with work stress, such as improving their professional competence, adjusting their mindset and behavior, expanding their life interests, learning self-decompression techniques, and enhancing their self-cultivation. The implementation of these strategies will help teachers better adapt to the work environment, reduce the negative impact of work pressures, and enhance personal professional quality and work performance.

### 2. Environmental Aspects

(1) Policy Level: The government and society should jointly take on the leading responsibility for alleviating the work pressure of early childhood teachers. To effectively safeguard the legal rights of early childhood teachers, it is imperative to enhance the relevant laws and regulations pertaining to both teachers and education, while simultaneously augmenting financial support to ensure better allocation of educational resources.

Recently, with socio-economic advancements and the thriving education sector, early childhood education has attracted considerable public attention and widespread support. In comparison to other nations, our country has established a comprehensive legal framework for protecting the rights of early childhood educators and children, as evidenced by the enactment of the '中华人民共和国学前教育法' in 2024, which emphasizes the importance of early childhood education and the rights of educators and children. In the increasingly competitive field of early childhood education, these deficiencies not only hinder the personal development of educators but also impair the professional quality and effectiveness of early childhood education as a whole. Additionally, they affect educators' professional well-being, including their work enthusiasm and the ability to cope with stress.

To spark the passion for work in early childhood educators and alleviate their work-related pressures, it is crucial for the government to promptly develop and refine relevant laws and regulations, ensuring their stringent enforcement. By providing clear legal guidance, early childhood educators can gain a thorough understanding of their responsibilities, conduct standards, and rights protections, thereby providing strong legal support to teachers dedicated to the field of early school education.

The government should further strengthen the training, assessment, and promotion mechanisms for kindergarten teachers, broaden teaching access, intensify efforts to attract top talents, implement regional assistance programs, and adopt a holistic and diverse approach to elevate the overall standard of the kindergarten teacher workforce. The government and society should start from the policy level, through measures such as improving laws and regulations, increasing financial investing in optimizing resource allocation, enhancing training and assessment mechanisms, and establishing a collaborative mechanism for sharing educational resources, in order to offer a more stable and secure work environment for early childhood teachers, thus effectively reducing their workload pressure.

(2) Social Relations: To reduce the workload of early childhood educators and inspire their passion for work, it is crucial to cultivate harmonious relationships among peers and maintain good rapport between supervisors and subordinates. Kindergartens can regularly organize a variety of activities, such as fun sports meets, spring outings, and enjoyable autumn sports events, to promote harmony and cooperation among team members. These efforts not only strengthen team cohesion but also enhance educational value. Ators with a venue enabling them to unwind both mentally and physically, thereby reducing work-related stress.

In fostering relationships between superiors and subordinates, kindergarten management should consistently seek the opinions and suggestions of early childhood educators. By setting up suggestion boxes and facilitating anonymous feedback mechanisms, they can encourage educators to actively contribute ideas and measures that will foster the institution's growth. Moreover, regular symposiums should be organized, offering educators a forum to freely express their perspectives, share experiences, and address any issues. Confusion and doubts in work. Personal conversations also serve as a crucial means of fostering strong relationships between superiors and subordinates. Managers ought to actively seek out individual conversations with educators, thereby gaining insights into their needs and aspirations, and furnishing them with the requisite support and aid.

(3) To enhance the social status and recognition of preschool teachers, considering their social welfare contributions and societal expectations, sustained publicity efforts across various channels are imperative. To enhance the professional image of preschool teachers, it is essential to leverage self-media platforms like WeChat public accounts, the internet, newspapers, and books. These platforms can be used to demonstrate the teachers' professional quality and dedication by showcasing their refined appearance, appropriate attire, and dignified posture. Additionally, their communication skills, such as maintaining a clear and gentle voice, and expressing positive facial expressions, are crucial in creating a positive image. Simultaneously, intensified training programs should be implemented to further elevate the professionalism of preschool teachers. School teachers, aiming to further improve their capabilities. Enhance their professional skills and overall quality, thereby enabling them to excel in their work and fully embody their roles.

To enhance the social welfare of preschool teachers, we can implement the following initiatives: Firstly, regular and comprehensive health check-ups will promptly identify and address teachers' health issues, particularly those with chronic conditions, ensuring personalized care. Secondly, refining maternity and parental leave policies will ensure teachers have sufficient time to recuperate and maintain balance. Promoting a healthy lifestyle, achieving work-life balance, and safeguarding their physical and mental well-being. Thirdly, by enhancing salary benefits, we can ensure that teachers' efforts are generously compensated, thereby fostering their passion and positive attitude towards teaching. Through the implementation of these measures, we can create a fairer, more reasonable, and secure working environment for preschool teachers, further enhancing their social status and professional identity.

(4.) Regarding kindergarten organizational management systems, kindergartens should fully utilize the guiding role of party organizations by regularly and effectively convening 'Staff Congresses' or 'Staff Representative Congresses'. They should sincerely welcome and actively incorporate reasonable suggestions from staff, thereby guaranteeing that the voice of every teacher is not only heard but also greatly esteemed. Clearly articulate the

teaching philosophy and cultural identity of the kindergarten to foster a more cohesive sense of belonging among teachers. Belonging and identity are intertwined, enabling teachers to seamlessly integrate into the community and actively contribute to the kindergarten's growth and progress.

To fulfill the personal needs of teachers, kindergartens ought to adopt humanized management practices, providing appropriate support to pregnant, ill, or elderly educators through measures such as reduced workloads, extended maternity leave for pregnant educators, and flexible leave options for those with familial responsibilities, alongside other perks. For young, unmarried educators, kindergartens can partner with other organizations to arrange matchmaking activities, aiding them in addressing personal matters. Furthermore, kindergartens should streamline administrative processes to minimize unnecessary paperwork, thereby enhancing the overall humanistic care provided to kindergarten teachers, allowing them to feel the warmth and support of the collective.

(4) Home-School Cooperation: Enhancing collaboration between families and schools is a pivotal strategy for elevating the standards of early childhood education. Kindergartens ought to foster and steer parents' participation, either directly or indirectly, in educational endeavors, thereby assisting them in cultivating appropriate educational perspectives and techniques. By actively organizing parent meetings, running parent schools, holding open days for parents, and establishing home-school contact columns, as well as forming parent committees, communication and interaction with parents can be further enhanced.

Home-school cooperation also helps to update society's perception of early childhood educators. Through the active participation and deepened understanding of parents, a greater appreciation emerges for the work of early childhood educators, who are not merely childcare providers akin to 'nannies,' but rather, skilled engineers and nurturers meticulously shaping the minds of young children. This transformation in societal perception will inspire greater respect and recognition for the profession of early childhood educators, ultimately fostering further advancement and enhancing their social status and influence.

### 3.Characteristics and Solutions to the Work Pressure of Preschool Teachers

Preschool teachers' work pressure is akin to a double-edged sword, bearing both motivational boosts and hidden detrimental effects. Many preschool teachers, faced with challenging and intricate tasks, find their work pressure sparks excitement and enthusiasm, empowering them to savor the sense of accomplishment in overcoming difficulties. Simultaneously, it also stirs up worries and apprehension.

On the career path, promotion marks a pivotal milestone, offering new positions filled with both promising opportunities and daunting challenges. As individuals venture into new roles or environments, they frequently confront self-doubt, anxiety, and discomfort, with a case study illustrating the psychological turmoil one employee experienced during the promotion evaluation phase. Similarly, engineers transitioning into management roles often grapple with fears of inadequacy, as highlighted in a survey of common anxieties. Moreover, a considerable number of people report feeling self-doubt after achieving success, indicating that such feelings are widespread. Conversely, this pressure can also spark an individual's competitive drive, urging them to seize opportunities and transform the pressure into a force for progress.

Preschool teachers confront pervasive work pressure, which stands in stark contrast to the numerous and varied challenges encountered by professionals in various fields. Teachers worry about teaching results, students are concerned about exam scores, workers focus on work indicators, and business owners worry about profit conditions. In a similar vein, the weight of work pressure on preschool teachers permeates every facet of their professional endeavors. For example, the laborious and repetitive chores of establishing educational environments frequently culminate in extended working hours., Minor mishaps involving children can swiftly escalate into accusations from parents and principals, intensifying the pressure on preschool teachers, compounded by the frustration of their efforts not being sufficiently acknowledged.

These pressures, paradoxically, serve as a tremendous driving force, pushing preschool teachers to strive forward. Driven by this pressure, they are inclined to take their work with even greater seriousness, demonstrating greater patience and a heightened sense of responsibility.

To effectively reduce the workload of preschool educators, a comprehensive set of strategies must be implemented, ensuring they are both practical and sustainable. These strategies should include enhancing psychological quality, improving professional competence, arranging time reasonably, strengthening social support, and self-care. This includes fostering personal self-discipline and growth, enhancing professional skills, adjusting attitudes and behaviors, and cultivating diverse personal interests. Simultaneously, it is imperative to enhance external conditions, including refining laws and regulations, optimizing resource allocation, fostering harmonious interpersonal relationships, and nurturing personal connections among colleagues as well as between superiors and subordinates, thereby ultimately elevating their social standing and improving their well-being. By implementing these comprehensive measures, a healthier and more positive work environment can be fostered for preschool teachers, enabling them to manage effectively.rk pressures more effectively and achieve both personal growth and professional development.

## VI. Conclusion

A thorough analysis and response to the prevalent work stress among kindergarten teachers By adopting a mixed-methods approach, integrating questionnaires, interviews, as well as meticulous data analysis and case studies, this study delves deeply into the prevalent pressures encountered by kindergarten teachers currently in service. Studies have pinpointed significant contributors to the stress experienced by kindergarten teachers, including time constraints, professional risks, challenges in communicating with parents, and administrative burdens. For instance, a detailed survey conducted in Shijiazhuang among kindergarten teachers found that 77.1% of the teachers experienced high levels of psychological stress.% of them experience moderate to high levels of work pressure, whereas only 2.1% indicated they experienced no pressure. In Ordos city, a study of 158 teachers found that the majority are female, where it was found that age and position significantly impact the level of work pressure. Additionally, statistical results indicate that more than half of the teachers perceive their current psychological pressure as heightened compared to the past. The results clearly show that kindergarten teachers' work pressure differs significantly from the prevalent 'stress-free' notion in society; they actually face numerous challenges and responsibilities. These pressures stem not only from individual factors like the pursuit of professional growth, but also stem from a multitude of other sources. Furthermore, adjusting attitudes and behaviors poses significant hurdles, alongside the ongoing struggle to balance personal life and work, deeply embedded in their complex operational environment.

From an environmental standpoint, Educational policy unpredictability, the complexities of home-school partnerships, rising societal expectations, sophisticated kindergarten organizational frameworks, and fostering interpersonal connections significantly intensify the workload pressures faced by kindergarten educators. These factors are closely intertwined, collectively shaping the intricate and challenging nature of kindergarten teachers' work environment.

To address this situation, the study offers a comprehensive set of suggestions encompassing both personal development and environmental factors. On a personal front, kindergarten teachers should continuously endeavor to enhance their professional skills, master methods for self-discipline and stress handling, broaden their horizons to enrich their inner world, and simultaneously bolster their self-belief and sense of responsibility, thereby enabling them to more effectively confront workplace challenges with a more positive outlook. At the environmental level, the government, kindergartens, and society should work together extensively to improve relevant laws and regulations, optimize the allocation of resources, enhance cooperation between families and schools, and improve the social status and welfare benefits for kindergarten educators, while simultaneously establishing and refining kindergarten organizational structures to cultivate a harmonious interpersonal atmosphere.

However, it is crucial to note that addressing the challenge of teaching workload faced by kindergarten educators is not swift; it requires concerted efforts and ongoing investment from educators, educational institutions, and various societal sectors. Only through collaborative efforts and the persistent pursuit and implementation of effective strategies to reduce the workload on kindergarten educators can we truly tackle the issue at its root. Therefore, we urge all parties to act promptly, embark on tasks with meticulous care for details, and sincerely implement measures to alleviate the workload of kindergarten teachers, thereby fostering a healthier, more energetic, and harmonious work atmosphere for them, and jointly advancing the high-quality development of early childhood education.

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