

MANAGEMENT STRATEGIES OF WORK STRESS FOR
ACADEMIC STAFFS IN GUANGXI PUBLIC UNIVERSITIES

PAN CHANGLIANG

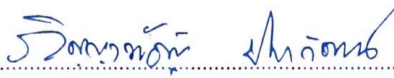
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Thesis Title Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities

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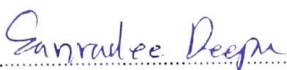
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ABSTRACT

The purposes of this research were: 1) to study the current situation of work stress for academic staffs in Guangxi public universities, 2) to provide the management strategies for improving the work stress of academic Staffs in Guangxi public universities, and 3) to evaluate the adaptability and feasibility of management strategies for improving the work stress of academic staffs in Guangxi public universities. The research population included: 26 public universities in Guangxi, 31,974 full-time academic staff. The research instruments used in this study are: 1. Questionnaire, 2. Interview form, and 3) Evaluation form. The statistical used were frequency, percentage, mean, and standard deviation.

The results were found that.

1. The current situation of work stress of academic staff in ten aspects is at a moderate level ($\bar{X}=2.67$). Among them, physiological response ($\bar{X}=3.18$) and workload ($\bar{X}=3.02$) are above the medium level, and the lowest level is personal factors ($\bar{X}=2.00$). 2. The work stressors of academic staff in universities are complex, and the stress formed by various stressors is different.

2. The strategies for improving the management Strategies of Work Stress for Academic Staffs in five aspects, which contain 17 measures. There are 4 measures for employment management level strategies, 4 measures for teaching management level strategies, 3 measures for research management level strategies, 4 measures for the personnel management level strategies, and 2 measures for logistics management level strategies.

3. The adaptability and feasibility of strategies for improving management strategies of work stress for academic staffs in Guangxi public universities in five aspects were at highest level with the values between 4.57 and 4.86, which means the strategies for improving the management Strategies of work stress for academic staffs in Guangxi public universities are adaptability. The feasibility of strategies for improving management strategies of work stress for academic staffs in Guangxi public universities in five aspects were at highest level with the values between 4.61 and 4.71, which means the strategies for improving the management strategies of work stress for academic staffs in Guangxi public universities are feasibility.

Keywords: Management strategy, Academic Staff, Work stress, University.

ชื่อเรื่อง	กลยุทธ์การจัดการความเครียดจากการทำงานสำหรับบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของความเครียดจากการทำงานของบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี 2) เพื่อเสนอกลยุทธ์การจัดการความเครียดจากการทำงานสำหรับบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การจัดการความเครียดจากการทำงานสำหรับบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี ประชากรที่ใช้ในการวิจัยครั้งนี้ ได้แก่ บุคลากรสายวิชาการจากมหาวิทยาลัยรัฐบาล จำนวน 26 แห่ง รวมทั้งสิ้น 31,974 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์ และ 3) แบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า

1) สภาพปัจจุบันของความเครียดจากการทำงานของบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี โดยภาพรวมทั้ง 10 ด้าน มีค่าเฉลี่ยอยู่ในระดับกลาง ($\bar{X} = 2.67$) โดยพบว่าการตอบสนองทางสรีรวิทยา ($\bar{X} = 3.18$) และภาระงาน ($\bar{X} = 3.02$) มีค่าเฉลี่ยมากกว่าระดับกลาง ส่วนปัจจัยส่วนบุคคล ($\bar{X} = 2.00$) มีค่าเฉลี่ยต่ำสุด ความเครียดจากการทำงานของบุคลากรสายวิชาการในมหาวิทยาลัยมีความซับซ้อน และความเครียดที่เกิดจากความเครียดต่าง ๆ มีความแตกต่างกัน

2) กลยุทธ์การจัดการความเครียดจากการทำงานสำหรับบุคลากรสายวิชาการ ประกอบด้วย 5 ด้าน รวมทั้งสิ้น 17 มาตรการ ได้แก่ กลยุทธ์ระดับการจัดการการจ้างงาน จำนวน 4 มาตรการ กลยุทธ์ระดับการจัดการการสอน จำนวน 4 มาตรการ กลยุทธ์ระดับการจัดการการวิจัย จำนวน 3 มาตรการ กลยุทธ์ระดับการบริหารงานบุคคล จำนวน 4 มาตรการ กลยุทธ์ระดับการจัดการการโยกย้าย จำนวน 2 มาตรการ

3) ผลการประเมินความเหมาะสมของกลยุทธ์การจัดการความเครียดจากการทำงานสำหรับบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี ทั้ง 5 ด้าน อยู่ในระดับสูงสุด โดยมีค่าเฉลี่ยระหว่าง 4.57 ถึง 4.86 พบว่า กลยุทธ์การจัดการความเครียดจากการทำงานสำหรับบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสีมีความเหมาะสม ผลการประเมินความเป็นไปได้ของกลยุทธ์การจัดการความเครียดจากการทำงานสำหรับบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี ทั้ง 5 ด้าน อยู่ในระดับสูงสุด โดยมีค่าเฉลี่ยระหว่าง 4.61 ถึง 4.71 พบว่า กลยุทธ์การจัดการความเครียดจากการทำงานสำหรับบุคลากรสายวิชาการในมหาวิทยาลัยรัฐบาลในมณฑลกวางสีมีความเป็นไปได้

คำสำคัญ: กลยุทธ์การจัดการ บุคลากรสายวิชาการ ความเครียดในการทำงาน มหาวิทยาลัย

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Chapter 1

Introduction

Rationale

Work stress is an important theoretical category in medicine, psychology, management and other disciplines. With the increasingly fierce social competition, the work stress in the organization is increasing day by day, and the organization will eventually transmit the stress to every member. Work stress is not only related to the quality of personal work life and work performance, but also related to the vitality and efficiency of the whole organization.

The Work Stress of Academic Staffs in China has Become an Important Social Problem.

Surveys by some American researchers show that economic claims, labor productivity decline, absenteeism, rising health insurance costs and direct medical expenses such as hypertension and heart disease caused by work stress are as high as \$200 billion every year (Jin Juan, 2007); As early as 1994, Japan listed "overwork" as an occupational disaster. Every year, the loss caused by work stress in Britain accounts for 10% of GDP (Su Xiaobing, 2007). In 2003, the European Union officially listed occupational stress as the second biggest occupational health problem in continental Europe. How to manage work stress successfully is considered as a major challenge for management in the 21st century.

A large number of studies at home and abroad show that teachers' stress is universal, and teachers' occupation is a high-stress occupation. Although moderate stress can stimulate teachers' work motivation, excessive stress not only affects teachers' physical and mental health and work quality, but also directly or indirectly harms schools and society. For university teachers, they not only undertake multiple tasks such as teaching, scientific research, psychological counseling for students, but also bear high social expectations, and undertake the important task of training professionals for the country. University teachers' profession has been recognized as a profession with high knowledge density and high stress. British scholars' survey

Shows that 74.1% of university teachers have moderate stress, and 10.4% of teachers feel serious stress (Abouserie, 1996); A Japanese study found that 83.5% of the surveyed university teachers felt stressed (Research group, 2004); A comparative study of stress conducted by British scholars found that 67% of teachers think that work is their main source of stress, while only 35% of non-teachers think that work is the source of stress. Only 11% of teachers think they don't feel stress at work, while 30% of people in the non-teaching profession think they have no stress at work (Cox & Brockley, 1984). More studies show that teachers' work stress is gradually increasing, which has become a hidden worry for the development of education.

With the deepening of China's reform and opening-up, the rapid development of social economy, and the rapid development of education, since the reform and opening-up, higher education has experienced more than 40 years of evolution and development, and its school-running scale, teaching quality and teaching ability have been continuously improved in quantity and quality. At present, most universities are highlighting the characteristics of running schools, improving the quality of running schools and actively participating in the competition among universities. Training talents, scientific research and serving the society are the three major functions of universities, and they are also the carriers of competition among universities, and the faculty is the key and decisive factor for the effectiveness of their functions. According to the "Statistical Bulletin of National Education Development in 2020" published by China's Ministry of Education in August 2021, by the end of 2020, there were 2,738 colleges and universities in China, an increase of 50 over the previous year, with an increase of 1.90%. Among them, there are 1,270 universities, an increase of 5 over the previous year; There are 1,468 higher vocational colleges, 45 more than the previous year. From the perspective of the scale of running colleges and universities, a total of 9,674,500 college students were enrolled, an increase of 525,500 over the previous year, with an increase rate of 5.74%; According to statistics, the number of students in school reached 32,852,900, an increase of 2,537,700 over the previous year, with an increase rate of 8.37%; According to statistics, the number of teaching staff in colleges and universities can reach 2,668,700, an increase of 102,000 over the previous year, with an increase rate of 3.97%; According to statistics,

there are 1,833,000 full-time teachers, an increase of 92,800 over the previous year, with a growth rate of 5.34%. The ratio of students to teachers in colleges and universities is 18.37:1, including 17.51:1 in universities and 20.28:1 in higher vocational colleges. Compared with the student-teacher ratio of 11.6 :1 in 1998, the student-teacher ratio in 2020 is significantly higher, and the workload of teachers in colleges and universities is significantly larger than that in the 1990s.

Influenced by their age, educational experience, teaching experience, personal sense of achievement, adaptability and other factors, teachers are under increasing stress. In 2018, My COS Research Institute released "Research on the Living Conditions of Teachers in Michaels University in 2018". According to the research report, university teachers work an average of 48 hours per week, and the average daily working time is 9 hours and 36 minutes based on 5 days per week. In addition, 88% of the teachers surveyed felt that work brought them moderate and severe stress, and 70% of the teachers surveyed thought that "scientific research and paper publishing" was the main stress source, followed by "school system and bureaucracy" (accounting for 60%), "workload" (accounting for 57%), "work promotion" (accounting for 56%) and "personal financial situation". 83% of the interviewed university teachers are dissatisfied with their salary. The main reasons are heavy workload and stress, the gap with the expected salary, the high level of consumption in the area where they are located, and not enough to bear the demand of buying a house or repaying a loan. It can be seen that with the improvement of the quality of higher education, the requirements of teachers in colleges and universities are gradually improved, especially the enormous stress they are under in work, family and society, which has seriously affected their physical and mental health, the quality of running schools and their long-term development to varying degrees.

Nanjing University researchers surveyed teachers in 72 universities across the country and found that 95.6% of university teachers felt mental stress, of which 35.6% said they were under great stress (Zhang Yuanyuan,2009) ; The research of teachers in Xi 'an Jiaotong University shows that 80% of teachers in some universities feel too much occupational stress for a long time, 75% of them are in a sub-health state of chronic fatigue, and more than 1/3 of them have obvious physiological

reaction (Pan Xin, Quan Zhengliang & Qian Yuyan, 2003); In 2005, a survey conducted by the Population and Development Research Center of Renmin University of China on 2,500 middle-aged senior intellectuals in Beijing showed that 83.3% of the respondents had work stress, while that of the general population was 53.6%. From the point of view of work stress, more than 40% of intellectuals feel great stress, while only 30% of the general population (Lou Wei & Wang Xiuyun, 2006).

University teachers, who are directly responsible for university production activities, have a direct impact on their physical and mental health on the benefits of talent cultivation, scientific research and serving the society. The work stress of university teachers has become a major social problem affecting the healthy and rapid development of the country and society.

The Work Stress of Academic Staffs in Guangxi has Become Increasingly Prominent.

Guangxi Zhuang Autonomous Region has the characteristics of coastal, border, western and ethnic autonomy, and is a representative provincial administrative region in China. Guangxi university teachers have the common problems faced by domestic university teachers. With the continuous expansion of the scale of colleges and universities in Guangxi, the scale of students is expanding rapidly and continuously, and the growth of full-time teachers obviously lags behind the growth of the number of students, especially in the public universities which are the main force in running higher education in Guangxi in terms of quality and quantity. At present, the number of full-time teachers in public universities in Guangxi has reached nearly 30,000, and they have to face multiple stresses such as housing, medical care, marriage and love, supporting the elderly and raising children while undertaking heavy teaching and research tasks. Under the double factors of huge quantity and great stress, the management problems of teachers have become increasingly prominent. There are many extreme events, such as teachers' overwork, suicide, resignation, conflicts with students, corruption in the field of student awards and grants, and emotional disputes with students, which have brought great impact on the management of colleges and universities. On September 2, 2021, Shen Xuesong, a 51-year-old

teacher in the School of Physical Education and Health Sciences of Guangxi University for Nationalities, died of illness. Relatives and colleagues believe that this may be related to his long-neglected overwork, excessive psychological and life stress; Zou Mou, a teacher in Hezhou University, was unable to adapt to his original work because of his excessive work stress and deep depression, and was transferred to the library. Many cases show that in recent years, "karoshi", suicide and untimely death have occurred frequently among university teachers. Although it can't absolutely represent the stress situation of university teachers in Guangxi, it is enough to show that there is excessive stress among university teachers in Guangxi. The work stress has brought great psychological burden to teachers, causing them to make some extreme behaviors, which ultimately increased the management cost of colleges and universities. In fact, work stress will not only lead to some extreme behaviors of university teachers, but also affect the employment efficiency of university teachers. Overworking will directly affect the mental health and physical health of individual university teachers, and then affect their work efficiency. On the contrary, some universities have lax management of teachers and low requirements, which leads to less work stress and insufficient motivation of some university teachers, which will also reduce their work efficiency.

The Systematic Research on the Work Stress of Academic Staffs in China is Still Lacking.

In the past twenty years, teachers' work stress has become a research hotspot. During the period of 1993-2022, a total of 723,700 related journal papers and 1,430,900 dissertations were searched through a full-text search on CNKI. The research object covers university teachers, primary and secondary school teachers and kindergarten teachers. The research on academic staffs' work stress in Guangxi colleges and universities is concentrated in higher vocational colleges, private colleges and foreign teachers. The academic achievements of special research on academic staffs' work stress in Guangxi public universities have not been retrieved yet.

At present, the existing related research in China mainly focuses on the formation mechanism of stress, its harm to individual's physical and mental health,

and its negative impact on work satisfaction. The research on management pays more attention to how to resolve and eliminate stress, but lacks systematic analysis of the root cause, mechanism and solution path of stress from a macro perspective, and lacks research based on China's social, historical and cultural background, the specific transition period and the professional characteristics of university teachers. From the practice of university management in China, little attention has been paid to teachers' psychological needs and teachers' work stress, and there is also a lack of professionals and professional institutions to solve teachers' stress problems.

The purpose of stress management is not to completely eliminate stress, but to control the stress level in an optimal state and improve the performance of individuals and organizations. For university teachers' work stress researchers, it is particularly important for the sustainable development of university organizations that how to break through the traditional stress management thinking of staying at the individual level, effectively manage organizational stress, seek solutions to stress problems at institutional levels such as organizational norms and policies, and achieve the "win-win" goal of maximizing teachers' physical and mental health and organizational performance.

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

Research Questions

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

Objectives

1. To study the current situation of work stress for academic staffs in Guangxi public universities.
2. To provide the management strategies for improving the work stress of Academic Staffs in Guangxi public universities.
3. To evaluate the adaptability and feasibility of management strategies for improving the work stress of Academic Staffs in Guangxi public universities.

Scope of the Research

Population and the Sample Group

Population

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

The Sample Group

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

The Variable

Independent Variable

Management strategies of work stress

Dependent Variable

Work stress

Time

March 2022 – July 2023

Advantages

Scholars' existing researches are mostly focused on employment management, teaching management and life management. This paper comprehensively uses case study, interview, questionnaire and expert verification and other research methods to make an initial inquiry into the work stress of academic staffs in public universities in Guangxi, and makes an empirical analysis of the current work stress situation, stressors and stress effects of academic staffs in universities from the multi-disciplinary perspectives of university management, psychology and sociology. This paper discusses the positive and negative effects of work stress, tries to make a comprehensive and in-depth analysis of the work stress of academic staffs in Guangxi public universities, and puts forward management strategies and building management models, which enriches the research horizon in theory and provides feasible suggestions for improving employment benefits in practice.

Definition of Terms

Stress Stress is the result of the interaction between individual characteristics and environmental stimuli, and it is the process of forming individual physiological and psychological and behavioral responses.

Work Stress Work stress refers to the stress in the working background, which is the result of the interaction of the stimulation of the working environment and individual characteristics. That is, in the work, the stressor that threatens the working behavior constantly stimulates the individual for a long time, and a series of physiological, psychological and behavioral reactions are produced under the joint influence of the individual's coping behavior and subject characteristics. Work stress is produced by the interaction between external environment and physiology, psychology and behavior, which will lead to different negative or positive working states of individuals, and ultimately affect organizational performance.

Academic Staff Academic staff refers to the staff engaged in teaching and scientific research in universities.

Academic Staff's Work Stress Academic staff's work stress is a tense emotional experience caused by academic staff's work factors, and it is an unpleasant or negative emotion felt by academic staff's

University Academic Staff's Work Stress University academic staff's work stress refers to the process in which university academic staffs are influenced by coping ability and personality under the long-term and continuous action of stressors affecting personal performance and work goals in the unique working environment of universities, resulting in a series of physical, mental and behavioral reactions. By combing the relevant literature and combining with the research needs, the work stress of university academic staffs is subdivided into the following ten dimensions:

1. Wage and Remuneration Load Dimension Variable

The stress felt in salary is subdivided into four variables: salary, social insurance, bonus, holiday welfare and class fee.

2. Cross-Role Load Dimension Variable

Different from students' status and roles, the stress felt from their own roles is subdivided into five variables: teaching methods, teaching materials and teaching materials, learning, teaching achievements and examination results.

3. Interpersonal Relationship Load Dimension Variable

The stress felt in interpersonal relationship is subdivided into four variables: communication with students, communication with managers, communication with colleagues, sense of belonging and communication with leaders.

4. Workload Dimension Variable

The stress felt in specific work is subdivided into six variables: the support and cooperation of school leaders and relevant departments, the comparison of extracurricular activities, the time of preparing lessons, the number of class hours per week, the number of students in charge, and scientific research tasks.

5. Career Development Load Dimension Variable

The stress felt in personal career development is subdivided into four variables: training and guidance of education and teaching, academic activities and research, job promotion and professional title promotion.

6. Personal Factor Load Dimension Variable

The stress felt for individual reasons is subdivided into six variables: achievement expectation, professional knowledge and skills, teaching experience, psychological endurance, reaction to difficulties and physical health.

7. Organizational Management Load Dimension Variable

The stress on school organization and management felt by individuals is subdivided into seven variables: the opportunity to communicate with colleagues and students, the opportunity to participate in school decision-making, the timeliness of teaching feedback, the training of school management system, the evaluation system, the employment system and the service of managers.

8. Physiological Response Load Dimension Variable

The physiological response caused by stress is subdivided into five variables: physical discomfort, weight gain, sleep quality, increased heart rate and fatigue.

9. Dimension Variable Of Psychological Reaction Load

The psychological reaction caused by stress is subdivided into seven variables: thinking reaction, emotion, anxiety, memory, attention, resignation intention and mental state.

10. Behavioral Response Load Dimension Variable

The behavioral response caused by stress is subdivided into three variables: work efficiency, excessive behavior and temper tantrum.

Strategies Strategies refers to a series of activities or action plans that guide actions to achieve goals through clear planning and decision-making under specific goals and based on environmental conditions and resource status.

Public University Public university refer to institutions of higher learning founded and maintained by the national government or local government.

Research Framework

First of all, on the basis of collecting and sorting out the literature, it explains the relevant theoretical basis, defines the relevant concepts, and then explains the research problems, research objectives and background, research assumptions, research scope, research innovation and concept definition.

Secondly, on the basis of sorting out and explaining the relevant issues, the initial interview outline and initial questionnaire are formulated, and a formal questionnaire is formed on the basis of the initial questionnaire prediction, and the status quo and differences of academic staff's work stress in Guangxi public undergraduate universities are obtained through distribution, recycling and data processing.

Thirdly, it analyzes the root causes and organizational management incentives that cause the current situation and differences of academic staff's work stress in public universities in Guangxi, formulates corresponding management strategies, and hires experts to verify the reliability and validity of management strategies, and draws research conclusions.

The Research Framework is as Follows:

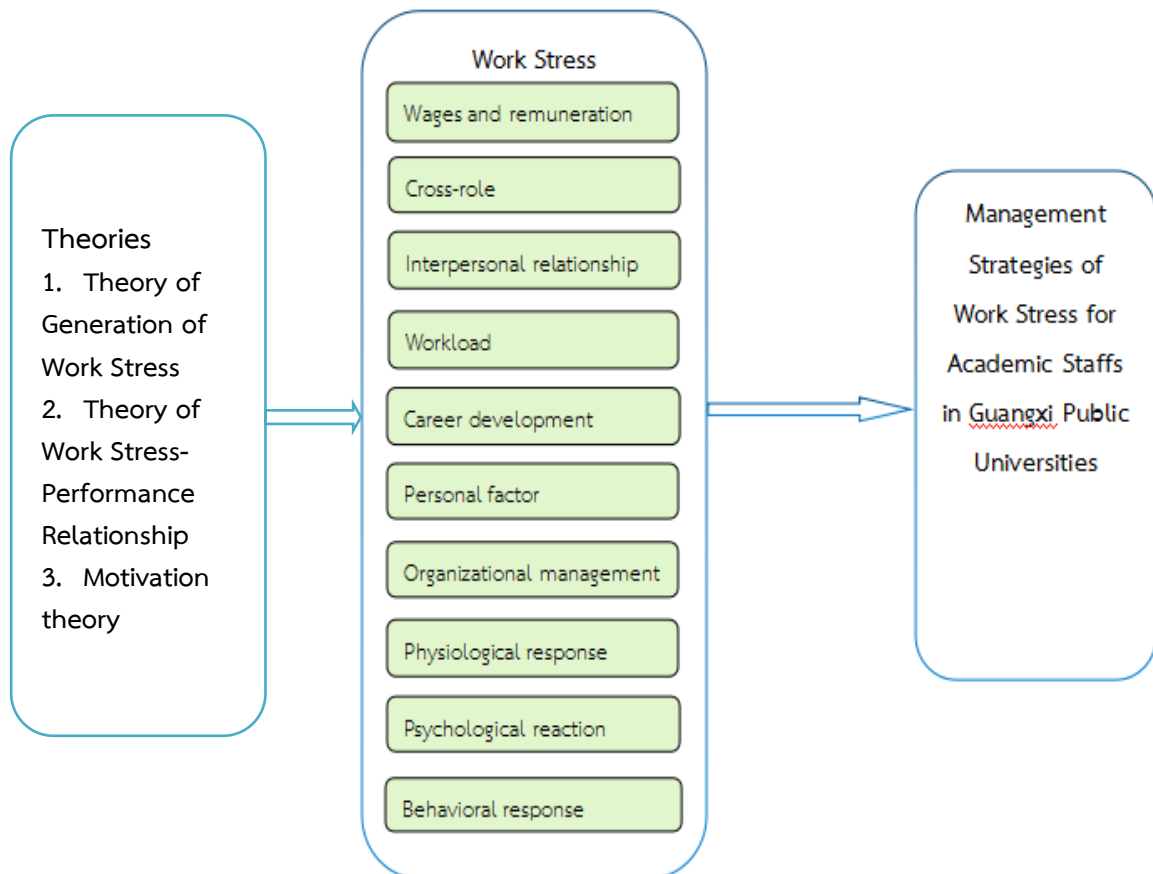


Figure 1.1 Research Framework

Chapter 2

Literature Review

The purpose of this study "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities" is to 1. To study the current situation of work stress for academic staffs in Guangxi public universities. 2. To provide the management strategies for improving the work stress of Academic Staffs in Guangxi public universities. 3. To evaluate the adaptability and feasibility of management strategies for improving the work stress of Academic Staffs in Guangxi public universities. The theoretical framework of the study comes from relevant literature, mainly including the following aspects.

1. Current situation of foreign research
2. Current situation of domestic research
3. Comprehensive evaluation of domestic and foreign literature

The details are as follows.

Current Situation of Foreign Research

Research on Theoretical Basis

1. Work Stress Theory

Work stress theory is one of the basic theories of the research on work stress of academic staffs in universities, and the theory of work stress generation has an enlightening effect on clarifying the mechanism of work stress generation of university teachers. "work Stress-Performance Relationship Theory" is the theoretical foundation for studying the relationship between work stress and work performance of academic staffs in universities.

1.1 Theory of Generation of Work Stress

Resource Preservation Theory

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

resource loss, individuals are more sensitive to the latter, and resource loss is more likely to cause individual work stress. And with the emergence of work stress, individuals will enhance their awareness of investing in existing resources while starting the self-protection mechanism, thus avoiding the loss of resources.

The Theory of Person-Environment Matching

French and Caplan. (1972). put forward the theory of individual-environment matching. French, Caplan and Van Harrison. (1982). believed that the factors causing stress were not individual environmental factors or individual factors, but the result of the connection between individuals and the environment. The stress of work is due to the mismatch between individual ability and work requirements. Only when the personality characteristics match the working environment will there be better adaptation. Individual-environment theory enables researchers to combine the working environment with individual needs, instead of only emphasizing one-aspect characteristics of the environment or individual, so it is a more comprehensive theory of the causes of work stress. (Shi Lin, 2002).

Researchers point out that the causes of work stress include not only the relationship between the work itself and the organization, but also the relationship outside the organization. According to this theory, when an individual's subjective motivation or desire conflicts with the satisfaction (Salary, treatment, status, etc.) provided by the objective environment, it causes individual work stress (Jiang Ning, 2007).

Work Requirements-Control Theory

Jossec. (1979). put forward the theory of "work demand-control". According to this theory, work stress comes from the joint action of work requirements and work control.

When high work control and high work requirements coexist, work motivation will be enhanced; When high work requirements and low work control level coexist, high work stress will be formed. On the basis of perfecting the theory of "work demand-work control" in the late 1980s, Jossec formed the theory of "work demand+control+support". This theoretical model highlights the absolute influence

of work characteristics on work stress, and provides a very operational theoretical basis for managers to manage stress from the level of work redesign (Robert,1979).

Cognitive Evaluation Theory

Lazarus and Folkman. (1986). put forward the cognitive evaluation theory of work stress in 1954. They believe that environmental stimulation is a necessary and sufficient condition for the generation of individual work stress, and the evaluation of the threat degree of environmental stimulation by individuals is a necessary condition for the generation of work stress. In addition, environmental conditions and individual characteristics are interrelated and dynamic, so stress is a dynamic process. Because cognitive evaluation theory is suitable for quantitative research, it is highly praised by empirical researchers who prefer work stress. In 1996, Siegrist. (1996). put forward the theory of effort+reward imbalance on the basis of cognitive evaluation theory. He believes that the imbalance between employees' perceived work input and reward is the source of employees' work stress, and the greater the gap between effort and reward, the greater the work stress.

Interaction Theory

This theory is the fusion and development of "work requirement-control" theory and "cognitive evaluation theory". After French and Caplan put forward the "individual-environment matching theory", organizational behavior researchers re-examined organizational management based on the interaction theory of work stress, and built a work stress management model. Among them, the influential work stress management models are: ISR model of French, Kahn and Katz, stress model of Robbins, OSI model of Cooper and others (Cooper, Sloan. & Williams, 1988), and stress theory model of Newstrom.

1.2 Theory of Work Stress-Performance Relationship

The main concern of studying the work stress of academic Staffs in universities is the influence of work stress on their work performance and university management efficiency. Therefore, the theory of work stress-performance relationship is the main theoretical support of this study.

Theory of Work Stress-Performance Moderation

Jaecks and Dodson. (1908). put forward the famous Yekers-Dodson Law, pointing out that there is an inverted U-shaped relationship between work stress and performance. This law holds that too low a stress level will not stimulate the enthusiasm of employees to work hard, while too high a stress level will make employees cope with stress and occupy energy, inhibit the enthusiasm of employees, and reduce the efficiency of individuals. Only an appropriate level of work stress will stimulate the work efficiency of individuals and make the work efficiency reach its peak (Kyriacou & Svutcliffe, 1978). The inverted U-shaped relationship between stress and performance can be represented by the following figure:

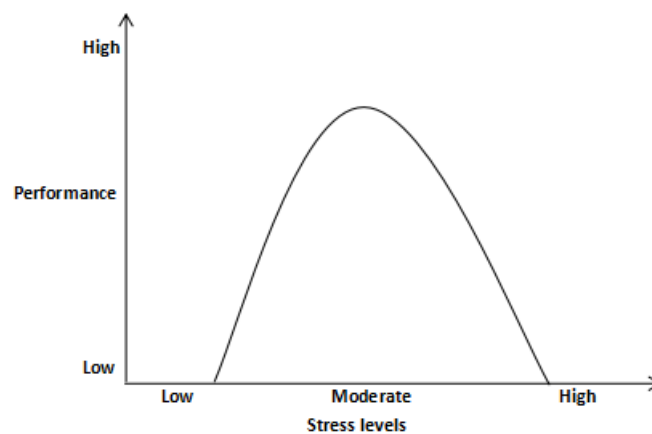


Figure 2.1 Relationship Between Stress Level and Performance

Work Stress-Performance Inhibition Theory

Miellr. (1970). and Lawler. (1973). are advocates of this view, which holds that there is a negative correlation between work performance and work stress. They have studied the relationship between work information and work stress, and believe that the overload of personal work information will lead to excessive work stressors, which will lead to information overload and increase the probability of employees making mistakes. Work stress will affect employees' overall work performance, and the expected possibility of achieving goals, the judgment of the value or

attractiveness of performance goals, and the strength of motivation action are typical external manifestations (Beehr, T.A. & Newman, J.E, 1978).

Work Stress-Performance Motivation Theory

According to the theory of work stress-performance stimulation, work stress can regulate the work performance level of individuals and groups, and it can motivate individuals to challenge themselves and create good work performance, which has a positive effect on personal performance. If the degree of work stress is low, it is easy to produce laziness and reduce work performance; On the contrary, the level of work stress is high, and the work performance is also high. There is basically a positive correlation between work performance and the degree of work stress (Bhagat, Allie, & Ford, 1991).

The inverted U-shaped relationship between work stress and work performance has been generally recognized, but it is difficult to define what kind of work stress level is appropriate. In view of this, some scholars have developed and supplemented Jaecks's and Dodson's laws, defining moderate stress as "benign stress" and too much or too little work stress as "inferior stress". Benign work stress is the driving force for individuals and organizations to move forward; Inferior work stress will become an obstacle to the development of individuals and organizations. From the point of view of work stress caused by a single factor, work stress can also be divided into benign and inferior (Liu Yingshuang, 2006).

1.3 The Guiding Role of Work Stress Theory in this Study

First of all, the theory of work stress generation shows the process of stress generation and the factors that influence it from multiple perspectives, and determines that the environment, working conditions, organizational management and personal characteristics are the main factors that influence work stress generation, which provides theoretical support for determining the research dimensions of work stress of academic staffs in universities. According to the internal mechanism of work stress, this paper studies the work stress of university academic staffs from three dimensions: teachers' feelings, sources and influences of work stress, so as to lay a solid foundation for further proposing the management countermeasures of work stress of university academic staffs.

Secondly, the theory of work stress generation is one of the theoretical bases for the design of interview outline and questionnaire in this paper's empirical research. The main theoretical basis for determining the dimensions of interview outline, stressor questionnaire and stress response questionnaire is the theory of work stress generation, such as "work demand-control", cognitive evaluation theory and interaction theory. Work demand control-the theory inspires us to think about the process of work stress from the perspective of organizational management and working environment; Resource preservation theory and cognitive evaluation theory emphasize the influence of personal characteristics on work stress; Individual-environment matching theory and interaction theory emphasize the dual roles of environment and individual. Therefore, in the process of empirical design, macro dimensions such as working conditions, organization and management, and personal factors are determined.

Finally, the theory of the relationship between work performance and work stress plays an important supporting role in the research of work stress of academic staffs in universities. Based on the theory of "Work Stress-Performance Moderation", this study holds that too high or too low work stress is not conducive to the improvement of the work efficiency of university academic staffs. Only by adjusting the work stress level of university academic staffs to a moderate level can their work efficiency be improved. This theory provides theoretical support for the proposal of management countermeasures of university teachers' work stress, and is the theoretical basis of classified management of university teachers' work stress, that is, on the basis of analyzing different levels of teachers' work stress, it discusses how to reduce the stress of university teachers with higher work stress and increase the stress of university teachers with lower work stress. In addition, according to the characteristics of work stress caused by a single factor, this study also discusses the countermeasures to reduce negative work stress and the strategies to regulate positive work stress, so as to finally achieve the purpose of improving teachers' work efficiency and employment efficiency.

2. Incentive Theory

Through the exploration and research of a large number of experts and scholars in international academic circles, the incentive theory has been greatly enriched and developed. According to the emphasis of research and the difference between motivation theory and behavior, motivation theory can be divided into three theoretical types: content-based motivation, process-based motivation and comprehensive motivation.

Content-based motivation theory focuses on finding out the specific factors that make employees work hard, mainly including hierarchy of needs theory, ERG theory, two-factor theory and achievement need motivation theory. The theory of process motivation focuses on the generation of motivation and the psychological process from motivation generation to specific behavior, including expectation theory, reinforcement theory, goal setting theory and equity theory. The comprehensive motivation theory combines the content motivation theory with the process motivation theory, mainly including Porter-Lawler model and Lei Wen's "field dynamics theory".

In this paper, taking into account the multi-level stress and demand of academic staffs in universities, four content incentive theories, namely, hierarchy of needs theory, ERG theory, two-factor theory and achievement need incentive theory, are discussed. In addition, in view of the particularity of the high-knowledge group of academic staffs in universities, this paper reviews the process motivation theories such as expectation theory, fairness theory and Porter-Lawler model comprehensive motivation theory.

2.1 Related Research on Motivation Theory

ERG Theory

On the basis of empirical research, Professor Clayton Alderfer, a behaviorist and psychologist at Yale University, revised the hierarchy of needs theory and put forward three levels of core needs: survival needs, relationship needs and growth needs, which formed the ERG theory. ERG theory holds that the lack of any one of the three levels of needs will not only encourage people to pursue the needs of that level, but also encourage people to pursue the needs of a higher

level, and make people further pursue the needs of a lower level. The order of people's pursuit of needs is not so strict, and the advantage needs are not necessarily so prominent, so the incentive measures need to be diversified.

The characteristics of ERG theory are: all kinds of needs can have incentive effect at the same time; When the needs of the lower level are met, the needs of the higher level will be strengthened (Satisfaction-Progress Mode). If the needs of the higher level cannot be met, people's desire to meet the needs of the lower level will be strengthened. In this way, people can pursue all levels of needs at the same time, which is more flexible than Maslow's hierarchy of needs theory. ERG theory contains the latitude of "frustration-degradation": when the high-level needs can't be met, it will be transferred to the low-level needs instead of stopping at the original level (Li Jianfeng, 2001).

Aude Foer pointed out that the structure and intensity of needs of all employees are different. Some employees are dominated by survival needs, while others are dominated by relationship needs or development needs. Managers should understand the initial needs of each employee, and then take appropriate measures to meet the different needs of employees, so as to motivate and control their behaviors and achieve the goals of the organization and individual employees.

Herzberg's Two-Factor Theory

At the end of 1950s, Herzberg, an American psychologist, put forward the "Incentive-Health Factor Theory" based on the investigation and study of industry and commerce, which is referred to as "Two-Factor Theory". According to this theory, the factors that affect employees' work enthusiasm are mainly composed of health care factors and incentive factors, among which incentive factors can bring satisfaction to employees, while health care factors can only eliminate employees' dissatisfaction, but can't bring satisfaction to employees. The lack of health care factors will lead to dissatisfaction among employees, but it is difficult to make employees feel satisfied by continuing to improve health care factors after they are satisfied. Therefore, it is difficult to use health care factors to promote employees' work enthusiasm. The improvement of incentive factors will make employees feel satisfied and stimulate their enthusiasm for active work.

The two-factor theory provides a theoretical basis for the classification of work stressors of curriculum leaders in universities (Gong Chunmei, 2010). It divides the factors that affect individual work efficiency into two categories: health care factors and incentive factors. Motivation factors mainly come from personal internal factors, such as sense of responsibility, sense of accomplishment, recognition of others, work itself, work promotion, growth and development space, etc., which seem to be related to work satisfaction. However, organizations can improve organizational performance by reasonably motivating these factors; However, many factors that often make people dissatisfied with their work are usually external factors, such as policies, interpersonal relationships, working environment, safety, organizational management system and labor remuneration. No matter how well these factors are handled, they will not stimulate the enthusiasm of members, but once they are not perfect, they will cause members' complaints. According to the characteristics of these two factors, Herzberg put forward: managers can only eliminate contradictions and conflicts by eliminating those health care factors that cause employees' dissatisfaction, but they can't motivate employees. To motivate employees and improve organizational management performance, we need to stimulate incentives such as responsibility, achievement and promotion (Zhang Kanyi, 2009).

Theory of Achievement Needs

In 1930s, American psychologist H.A.Murray put forward the concept of "achievement need". On this basis, David McClelland, a famous American psychologist, put forward the theory of achievement motivation in the 1940s and 1950s. He believed that there were three basic needs to promote people's work and activities:

Achievement need refers to the need that people are willing to take responsibility, solve a problem or complete a task. The pursuit of superiority, sense of accomplishment and desire for success is an internal driving force that urges people to act consciously and strive for perfection. People who need strong achievements have a strong sense of responsibility and are willing to take risks and succeed in pioneering work.

The need for rights refers to the desire to obtain rights and use them to make others obey their will. There are two types of motivation for rights: personal motivation and social motivation. Emphasizing the negative direction of domination and obedience and emphasizing the positive direction of persuasion and encouragement are the two directions of rights development.

Affinity need, also known as belonging need, refers to the individual's need to seek association and closeness with others.

Expectation Theory

In 1964, American psychologist Victor from put forward the "expectation theory" for the first time in his paper (Bi Jiao, 1988). The expectation theory is based on four basic assumptions: behavior depends on the combination of individual power and environmental power; Make decisions about their own behavior in individual organizations; Different individuals have different types of needs, expectations and goals; Make decisions in the alternative plan of individual behavior, which is based on their knowledge (Expectation) of the extent to which a particular behavior will lead to the desired result (Nadler & Lawler, 1979).

Victor from believes that motivation is the result of individual beliefs about goals, efforts, task completion and rewards (Vroom, 1964). Expectation theory points out that if you are sure that you can complete the task satisfactorily, you will have a strong motivation to complete (Overcome) the tasks (Obstacles) you face on the way to your goal, and this reward can meet your expectations.

Equity Theory

In 1956, American behaviorist Stanford Adams put forward "Equity Theory", also known as "Social Comparison Theory". This theory focuses on how employees' sense of fairness affects their behavior (Ma Meili, 2010). The theory points out that the individual's work enthusiasm is closely related to the actual remuneration obtained and the individual's evaluation of whether the remuneration distribution is fair or not. According to the theory of fairness, there are usually two ways to evaluate the ratio of effort and reward of organization members. One is to compare their efforts with their rewards to determine whether they are reasonable; The second is to compare the remuneration obtained by oneself with the remuneration

obtained by others with similar conditions. When members of the organization find that the ratio of their remuneration to their contribution is lower than that of others, they will have feelings of unfairness, nervousness and dissatisfaction (Gong Chunmei, 2010), and then generate certain stress, and their work efficiency will be reduced. The theory of fairness has great enlightenment to management. It tells managers that employees' sense of fairness will affect the enthusiasm of the whole organization, and requires managers to follow the principle of fairness and guide employees to form a correct sense of fairness. Only in this way can we build a scientific incentive mechanism.

Porter-Lawler Model

Porter-Lawler's Expectation Incentive Theory is an incentive theory put forward by American behavioral scientists Edward Lawler and Lyman Porter, which extends and expands from Herzberg's motivation theory. The specific content of this model is that after an individual has achieved results, he will get external and internal rewards. External rewards include salary, status, promotion, sense of security, etc., while internal rewards are rewards given by individuals for good work performance, such as the affirmation of self-existence significance and ability, etc. External reward usually satisfies low-level needs, while internal reward corresponds to the satisfaction of high-level needs. "Internal reward" and "external reward" can't directly determine whether they are satisfied or not. In the meantime, they have to be adjusted by "perceived just reward". Individuals will feel satisfied if they are in line with what they think should be paid, and will be encouraged to work hard. If they think that their remuneration is lower than perceived just reward, they will feel unsatisfied, resulting in a sense of loss and affecting their future efforts.

Porter-Lawler's expectation motivation theory tells us that only by setting motivation goals and adopting motivation means, we can't necessarily get the required actions and efforts to satisfy employees. It is necessary to form the chain process of effort-performance-reward-satisfaction, and implement it into the incentive process of knowledge workers, forming a virtuous circle to promote their positive behaviors (Wang Fan, 2010).

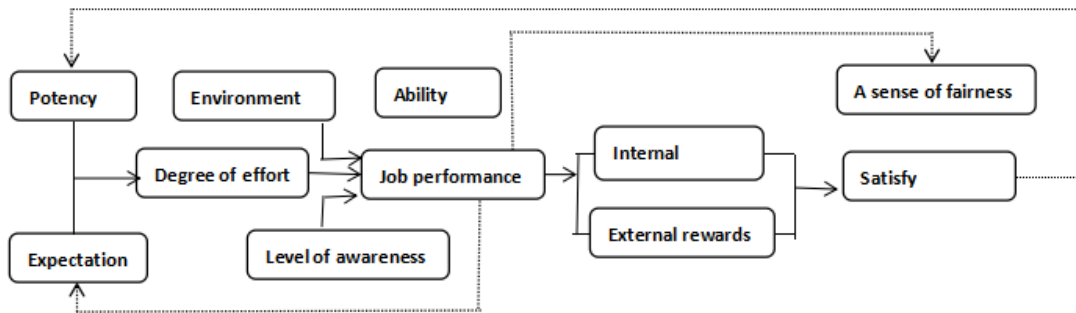


Figure 2.2 Porter-Lawler Expected Incentive Model

2.2 The Guiding Role of Motivation Theory in this Study

Motivation theory provides theoretical support for the determination of interview outline and questionnaire dimensions in this paper, as well as the proposal of university teachers' work stress management countermeasures. Inspired by Maslow's hierarchy of needs theory and ERG theory, this paper analyzes the unsatisfied needs of academic staffs in universities from the perspective of their five levels of needs (physiological needs, safety needs, emotional needs, respect needs and self-actualization needs), thus causing troubles to them. For example, for academic staffs in universities with low wages and benefits, survival needs are their first concern. For those academic staffs who are confused by their career development, the higher level needs to bring greater stress. At the same time, according to Maslow's hierarchy of needs theory and ERG theory, aiming at the satisfaction of their needs at all levels, this paper puts forward some countermeasures to reduce their negative work stress by meeting their needs, such as raising wages, meeting their physiological needs, creating communication opportunities, meeting their emotional needs, and creating career development paths to meet their self-realization needs.

Herzberg's Two-Factor Theory, Expectation Theory and Porter-Lawler's Expectation Incentive Theory provide theoretical sources for the regulation of work stressors of university academic staffs and the classification of work stressors of university academic staffs. The magnitude of work stress does not indicate the magnitude of work stress caused by each stressor, and the nature of work stress

caused by each stressor is also different. According to these theories, in the process of managing the work stress of academic staffs in universities, we should not only prevent and control the health care factors that cause teachers' dissatisfaction, but also design the incentive factors that can stimulate their work enthusiasm. When designing the incentive factors, we should also consider the matching of individual strength and environmental forces, and the individual's cognition of whether the reward is reasonable or not.

According to the theory of fairness and the theory of achievement needs, when studying the sources of work stress of academic staffs in universities, we should pay attention to whether there are unfairness in the management system, management process, salary and other aspects of academic staffs in universities, and whether the internal motivation of individuals can be mobilized, so as to put forward measures to eliminate the sources of work stress that may cause unfairness in the management countermeasures of academic staffs in universities, and stimulate individuals to pursue superiority, sense of achievement and desire for success.

3. Educational Management Theory

3.1 Classical Management Theory

Scientific Management Theory

In 1911, Taylor's Principles of Scientific Management was officially published, which also marked that enterprise management entered the stage of "efficiency management" based on scientific management theory from the long stage of "experience management" (Wang Weidong & Du Wei, 2007). The core of Taylor's scientific management principle is standardized, standardized and institutionalized management, which has obvious characteristics such as practicality, scientificity, coordination, standardization and efficiency. Is the foundation of management (Qu Xinke, 2012).

Taylor's scientific management theory emphasizes the role of the system, replacing competent individuals with the system, and raising the system (or systematic management) to the first element of improving the efficiency of enterprises; Introducing the idea of standardization into the field of enterprise management for the first time; Reform the wage system, advocate the

implementation of performance-based wage system, and realize the organic combination of labor system, wage system and personnel system (Zhang Zhongshan, 1999).

Bureaucratic Management Theory

Bureaucracy is one of the management modes with the longest existence in human history. It refers to an administrative management system which is based on written rules and regulations, advocates following reasonable and legal principles, and restricts the members of the organization by rules at different levels. It has the characteristics of authoritative hierarchy, standardization, specialization, standardization and impersonality, and is the embodiment of the application and obedience of specific powers (Cai Meijun, 2021).

Max Weber. (1864-1920), a famous German sociologist, first put forward bureaucratic organization management, which provided a theoretical basis for the development of bureaucracy. Weber believes that the bureaucratic system is an administrative management system organized and managed by specialized managers in accordance with the prescribed institutional principles (Blau.P.M, Meyer.M & Ma.R, 2001).

There are three basic forms of hierarchical organization: autocracy, co-governance and tradition. Its core idea is to regard the organization as a system formed by the hierarchical structure of departments and positions, and the authority and responsibility of each department and position are determined according to the principle of rationality and legality and their position in the organization; All the position behaviors of each member are restricted by established rules (Xu.R. & Liu H.Z, 2017).

This administrative management system is more and more popular in all political systems, and it is the most reasonable form to achieve the goal of governance. It contains the following characteristics: authority hierarchy, standardization, specialization, standardization, and compliance with performance principles (or depersonalization) (Weber.M. & Lin R.Y, 1997).

Administrative Management Theory

Henri Fayol. (1841-1925). is the main representative of practical management theory and the founder of management process school. He thinks that management is a skill, and he is very interested in organizational management and attaches importance to organizational management activities. Fayol believes that management is planning, organizing, directing, coordinating and controlling.

3.2 Behavioral management theory

Maslow's Hierarchy of Needs Theory

Abraham H. Maslow. (1943), a famous American humanistic psychologist, put forward the hierarchy of needs theory for the first time in his article "Human Motivation Theory" published in 1943, and revised and improved it in his book "Motivation and Personality" (Maslow, robert, & James, 1987) published in 1954 and revised in 1970. The hierarchy theory divides people's needs into five levels according to the order and importance of their occurrence stages: physiological needs, security needs, needs of love and belonging, needs of respect and self-realization. After that, it is supplemented and improved into seven levels, adding two high-level needs: cognitive needs and aesthetic needs. Maslow believes that people's needs can be divided into high and low levels. After the individual's needs at the next level are met to a certain extent, the needs at the next level will become the pursuit goal. But practice has proved that this law is universal but not absolute, and sometimes multiple needs coexist.

X Theory and Y Theory

American psychologist Douglas McGregor put forward X Theory and Y Theory in his book "The Human Aspect of Enterprises" in 1960. X Theory is a traditional management service concept, which holds that people have negative work motivation, and advocates strict supervision of employees, strict discipline, and measures such as coercion, supervision and punishment to complete work tasks. Y theory is a kind of management service concept, which holds that people have positive work source motivation and advocates making them consciously work for enterprises through incentives (Yan Lin, 2014).

3.3 The Quantitative Management Theory

Quantitative management method is a management viewpoint using mathematical technology. Statistics and data tools can help solve problems in management science. Management science or operational research is a quantitative management viewpoint, which can be used to make mathematical decisions in various situations. In the late 1980s and early 1990s, quantitative management was introduced into schools. The theoretical basis of quantitative management is scientific management theory and empirical philosophy (Xie Yue, 2002).

Operations Management

Operation management is a management level that uses quantitative technology to improve productivity and improve the production efficiency of goods and services, such as inventory management, so as to improve the decision-making on the distribution of goods and services. The early theory of operation management mainly focused on production enterprises, aiming at improving production efficiency and product quality and reducing labor costs. After the industrial revolution, scholars and enterprise managers have done a lot of research and exploration in the field of production. The early representative operation management theories mainly include scientific management theory, assembly line production theory and just-in-time production theory (Liu Mingyong, 2014).

3.4 Recent Development In Management Theory

System Theory

System theory is a science that studies the establishment, optimization, control and regulation of dynamic systems. According to the system theory, a system is regarded as an organism with specific functions, which is characterized by integrity, relevance, purpose and adaptability. Several components can be divided into a control part and a controlled part, which are interrelated through information such as instructions, intelligence and data, and the information has three attributes of accuracy, timeliness and integrity (Xiao Shuwen, 1992).

Process Theory

In the early 1990s, Michael Hammer, an American management guru, put forward the conclusion that "the process is the center of the enterprise", and thought

that the process is the key part for the enterprise to ensure its core competitiveness (Hammer.M, 1990), And put forward the concept of process management (Hammer.M, 2006). As a new performance management model, process management believes that performance can not be analyzed in isolation only from business departments or single positions. The level of an organization's performance is often influenced by the process-related departments and their positions and activities. Therefore, when evaluating performance, all departments and positions within the organization and their responsible processes must be combined for unified analysis (Hamid.R.A, 2004). Compared with other outcome performance, process performance pays more attention to the quality, synergy and efficiency of the process (Fan Lili, 2012).

As a management concept under the concept of comprehensive performance, process management has been deepened and developed by many scholars. With the continuous improvement of theory and practice, the importance of process management has been gradually respected in the field of performance: unlike outcome performance, it can only help people understand the actual results of work, and process performance can clarify the key links of performance output, and then adjust to achieve the dual purposes of performance evaluation and process improvement. Therefore, it is necessary to integrate outcome performance and process performance in a system for comprehensive consideration in order to promote the development of the organization (Li Yi & Zhong Baichang, 2009). As a new performance management method, process management is gradually recognized by more and more multinational enterprises, and it is also considered as an important direction in the field of performance research (Zhang, Z.G,Huang, J.Y. & Yue,P, 2008). At present, both enterprise performance management and government performance management have recognized the importance of process in performance output, and derived theoretical models such as balanced scorecard (Yang Yiru. & Jiang Tingting, 2013), performance prism (Wen Wei, 2007). and KPI (Zhao Chenhui & Line Lingling, 2011).

Process plays a vital role in management (Ren Juan & Chen Qi, 2012). An internal process with poor core competence, low quality and low level of synergy

should be regarded as a shortcoming and risk of organizational development, which will hinder the realization of organizational strategic objectives and affect the pace of building a service

Oriented government to a great extent. On the contrary, a scientific and reasonable process can effectively improve the performance of internal processes by ensuring the quality of each link and its synergy, thus forming its own unique competitiveness (Wang Xuelong & Wang Fumei, 2015) and achieving long-term development.

Z theory

The main research content of Z theory is the relationship between people and enterprises, and between people and work. Its main point is that the success of all enterprises is inseparable from trust, sensitivity and intimacy, so it advocates "democratic management" with frankness, openness and communication as the basic principles (Ouchi. W. & Zhu.Y.B, 2007). Z theory values interpersonal relationship, and its essence lies in caring for, understanding, trusting, respecting and cultivating people. Managers are required to attach great importance to the coordination of interpersonal relationships among employees, care for and take care of employees' needs, trust employees' abilities and respect employees' personality, so that employees can obtain various opportunities for sustainable development. Through these ways, we can meet the high-level needs of employees, motivate employees and improve their enthusiasm for work. The framework of Z theory mainly includes: smooth management system, full authorization of grass-roots managers, submission from middle managers, long-term employment of employees, concern for employee welfare, emphasis on employee training and continuous and effective employee assessment. Lifelong employment system helps to strengthen the relationship between enterprises and employees, reduce labor disputes and reduce the management cost of enterprises, thus maintaining the stability of the workforce, reducing the turnover rate and improving efficiency. Bonus system tends to reward departments rather than individuals, and bonus payment depends on enterprise performance rather than individual performance. Non-professional career development model is helpful to cultivate employees' various abilities and promote

employees' loyalty to the organization. Collective decision-making system helps to choose the best scheme. Emphasizing the role of corporate culture can make the internal culture highly consistent. Long-term investment in employee training can cultivate all kinds of needed talents who are loyal to the enterprise. The slow evaluation and promotion system makes the observation of employees more comprehensive and the evaluation more objective and realistic. Strong cultural characteristics and interpersonal relationships make the internal relations of enterprises very strong (Zhang. R.K, 2013).

TQM : Total Quality Management

Total quality management (TQM) is a management approach that an organization takes quality as the center, based on full participation, and aims to achieve long-term success by satisfying customers and benefiting all members of the organization and society. Its basic guiding ideology is: everything is satisfied with users. Everything is based on prevention, everything is based on data, and everything is implemented, checked and handled as planned. Its characteristics are: the whole process of quality management, all-round implementation of quality management, all staff to participate in quality management, the whole society to promote quality management, is a comprehensive and comprehensive quality concept (Lu.W.M, 2007).

3.5 The Guiding Role of Educational Management Theory in this Study

The theory of educational management has laid a theoretical foundation for the formulation of management strategies for academic staff's work stress in Guangxi public undergraduate management universities, pointed out the direction and path of management reform, and played a strong role in ensuring the formulation and implementation of management strategies, while theoretically ensuring the reliability and validity of management strategies.

Research on the Present Situation of Academic Staffs' Work Stress

British scholar Abouserie's empirical research shows that 11.2% of college teachers feel very stressed, and 73.3% of college teachers feel a moderate degree of stress (Abouseric, 1996); Japanese scholars' survey shows that 81.4% of college

teachers feel stress at work (Research group, 2004); According to the survey of American scholar Hicks. (1933), 16% of the teachers feel nervous all the time, and the proportion of teachers with "nervous disorder" is 10%. Studies by British scholars Cox and Brockley. (1984). show that 65% of teachers think that the main stressor is work, and 12% of teachers think that they don't feel work stress, while among other groups, only 33% think that their stressor is work, and 30% think that they don't feel work stress.

Research on the source of Academic Staffs' Work Stress

Foreign scholars' research shows that the stressors of academic staffs mainly include organizational management system, academic management system, role conflict and personality characteristics. In addition, cultural factors, salary and career expectations are also important stressors. A large number of studies show that the biggest role conflict of academic staffs is the conflict between teaching and scientific research. Based on the empirical research on stressors conducted by American scholars with 35,000 teachers in 392 universities as the survey sample, the Report on the Stress of American University Teachers shows that university teachers face the role conflict between teaching and scientific research, and 44% of teachers in public universities feel that the requirements of scientific research interfere with teaching. At the same time, 70% of teachers think that teaching work is important, and 80% of teachers think that research work is important (Du Juanjuan, 2002). It can be seen that the role conflicts between teaching and scientific research are obvious, and the emphasis on scientific research is higher than that on teaching. Many studies have shown that teachers' personality characteristics are significantly related to their sense of stress. Scholars generally believe that individual characteristics such as A-type personality, pessimistic attitude, strong withdrawal, low sense of control and low sense of self-efficacy are prone to stress. Studies have also found that teachers who are accustomed to internal attribution and those who feel lonely are also prone to stress (Lyu Bu, 2013).

Table 2.1 Foreign Main Views on the Stress Sources of University Teachers Source: According to the Relevant Literature.

Scholar	University teachers' work stressors
Grace (1972)	Among all professions, university teachers have the lowest sense of control over universities. This low sense of control, as well as the ambiguity of teachers' roles and responsibilities, will lead to the role conflict of university teachers.
Clark (1980)	There are five stressors: colleague relationship, leader-teacher relationship, professional defects, workload and teaching work.
Fisher (1994)	Research in two universities in Scotland shows that the stress of academic profession of university teachers is complex and diverse, which is related to the fact that teachers in higher education institutions have to play multiple roles at the same time.
Abouseri (1996)	The main stressor is scientific research, followed by teaching, time constraints, relationships with colleagues, students' needs and leadership behavior.
Hoyle, Dunham (1997)	The expectation that social teachers should have an ideal model leads to the conflict of teachers' roles.
Byrne (1998)	Under the same stress situation, control belief and self-esteem are the internal factors that affect teachers' different responses.
Javis (1999) ผิดพลาด! ไม่พบแหล่งอ้างอิง	Educational work is characterized by long working hours, heavy workload, difficult innovative teaching and complicated handling of relationships. These professional characteristics will cause teachers' unique work stress.
Adams (1999)	Teachers with low life and work satisfaction, inadequate career preparation, external control, poor health and low self-esteem are often under greater stress.
Winefiel, Jarrett (2001)	The burden of scientific research and teaching is heavy, and the competition in internal resource allocation is increasingly fierce.
Cose (2003)	There are four main stress brought by academic system and school system to teachers: first, time stress; Second, the stress of scientific research and promotion; Third, the younger generation has to face the stress of academic rules; Fourthly, the stress caused by bureaucratic management in the university system.

The comprehensive and detailed research conducted by foreign scholars on the sources of college teachers' work stress is of great guiding significance to this paper, and lays the foundation for this paper to analyze the stressors of academic staffs.

Research on The Work Stress Reaction of Academic Staffs and its influence

Stress response refers to the process in which an individual produces a subjective and conscious physical and mental response under the continuous action of the stress source. Sayles. (1976), a Canadian pathophysiologicalist, put forward the concept of stress response for the first time in the field of physiological response research. He believed that under various severe disturbing stimuli, individuals would adapt through some nonspecific reaction processes, regardless of the type of stimulus. This nonspecific reaction was called "general adaptation syndrome", which was divided into three stages: vigilance, resistance and exhaustion.

In the 1960s, Lazarus. (1999). and other scholars pointed out the importance of cognitive evaluation in stress. There was no inevitable connection between specific stimuli and individuals' stress or specific reactions, and individuals could only produce stress after evaluating the degree of threat to the external environment.

On the basis of summarizing the previous research results, Beehr and Newman. (1978). have come to the following conclusion: "Bad work stress will cause the negative influence of individuals in three aspects: mental health symptoms, physical health symptoms and behavioral symptoms. The physiological reactions caused by excessive work stress are mainly manifested in symptoms such as fatigue, increased blood stress, headache, loss of appetite, metabolic disorder, increased heart rate and respiratory rate, etc. Excessive work stress will produce psychological reactions, such as increased illusion, confusion, inattention, short-term or long-term memory loss, etc. The reaction is mainly reflected in the abnormal behavior in the general sense, including the improper behavior pointing to itself and the excessive behavior pointing to the external environment".

Kyricou and Sutcliffe. (1977). made an empirical study on the work stress of British teachers, and concluded that moderate stress can stimulate potential and

improve teaching quality. However, the situation of excessive stress is more common. Excessive stress will have a negative impact on teachers' body and mind, reduce the quality of teaching, and severe stress will even affect the development of teachers' career. Dunham's. (1984). research pointed out: "Long-term stress of individual teachers will lead to more maladaptive symptoms, including inattention, memory loss, constant fear, gastric ulcer, etc."

A large number of studies have shown that long-term excessive work stress will affect the physical and mental health of academic staffs, causing them anxiety, inattention, physical and mental dysfunction, cognitive deviation, decline in social adaptability and other adverse symptoms. The impact on the school organization is mainly accompanied by teachers' negativity, dissatisfaction, absence from class and high turnover rate, and the phenomenon of decreasing the employment efficiency of teachers is highlighted. Relevant scholars have found that excessive stress will lead to an increase in the number of absenteeism, loss of students and early retirement. At the same time, the quality of teaching will decline and the tension between teachers and students will be more obvious, which is not conducive to the healthy development of schools.

Research Methods and Tools of Academic Staff' Work Stress

There are four kinds of foreign work stress measurement tools: the work stress index scale (OSI) of Cooper, the work stress scale of Mclean, the work content scale of Karasek and the work control scale of Hurrellt. Among them, the work stress index scale and the work stress scale are based on the "human-environment matching model" theory, and the work content scale and Other commonly used scales are: Fontana's Occupational Life Stress Scale (PLSS), Cichon's and Koff's Teaching Event Stress Scale (TESI), Clark's Teacher's Occupational Stress Factor Questionnaire (TOSFQ), Maslach's MBI and BM's. In order to make up for the shortcoming that these scales can't fully reflect the professional characteristics of academic staffs, some researchers usually make their own questionnaires to measure the stress of academic staffs (Zeng Xiaojuan. & LIU Yuanfang, 2011). In order to understand the influence of stress on teachers' body and mind, some researchers

have made their own questionnaires to measure mental and physical health, represented by Dick and Lankel's research. They are investigating teachers' stress status, related factors and symptoms, and besides investigating external factors such as social support and workload, they also measure mental and physical symptoms such as heart disease, shoulder pain, stomach trouble and emotional vulnerability. Other researchers have also made self-made questionnaires about leaving early due to health conditions, behavioral representations of stress, and physiological manifestations, etc (Huang Xiuhai, 2008).

Teachers' self-report questionnaire is the most widely used concrete method of stress research. For the convenience of quantitative research, the questionnaire is usually designed in the form of scoring system. In addition, the commonly used research methods include case study, interview and physiological indicators of stress (Wang Yiren, 1993).

Research on the Countermeasures of Academic Staffs' Work Stress Management

Foreign scholars mainly expound the countermeasures of university teachers' work stress management from three dimensions: individual, university and society. Yontana. (2000). believes: "Teachers should adhere to the problem-centered, not emotional-centered approach in their work, which is an effective way to relieve stress. Secondly, it is also a way to confide in others properly and actively." Matheny. (2005). thought: "There are two modes of coping with stress. One is the struggle mode, that is, monitoring stressors, concentrating resources, eliminating stressors, tolerating stressors and reducing arousal; The second is the prevention mode, that is, avoiding stressors, matching requirements with resources, changing behaviors and expanding coping resources." Traver and Cooper. (1997). think: "The constant change of social education policy, the expectation of education quality, and the lack of government support are the three main aspects that cause the university teachers' excessive stress. With the support of the state and society, college teachers can calmly cope with various reforms, reduce stress, and then devote themselves to their work in the best state. "Studies such as Griffith. (1999). show that both social

support and effective coping strategies will affect teachers' feelings of stress. Kyriacou. (2001). summed up two coping types: using mitigation techniques and direct action. The organizational stress management strategies summarized by Elkin and Rosch. (2007). include: redesigning the working environment; Redesign career development; Redesign the task; Provide social support and feedback; Establish flexible working schedule; Build a cohesive team; Establish a fair employment policy; Encourage participation in management; Analyze work roles, establish goals and share rewards, etc. These policies aim at enhancing employees' autonomy and participation, thus enhancing their sense of control at work. Sutherland and Copper. (1988). put forward three modes of stress management: first, identify, confirm, eliminate or reduce stressful situations, with the aim of preventing stress at work, which belongs to the stress inducement-oriented prevention method. This method mainly changes the macro and micro environment, improves the cognition of work, and continuously increases decision-making opportunities; Second, through training and education, the ability to resist stress and the skills to cope with stress can be enhanced, which is a reaction-oriented intervention method. Third, implement the Employee Assistant Program to help cure and re-employ employees who have suffered from stress, which belongs to symptom-oriented intervention method.

To sum up, there are four strategies to deal with the work stress of university teachers abroad: First, improve the organizational culture atmosphere, interpersonal environment, management system and support atmosphere of universities. Second, change the leadership style of managers. Third, establish and improve relevant organizations. Fourth, provide stress management training and psychological help to academic staffs.

Current Situation of Domestic Research

Research on the Present Situation of Academic Staffs' Work Stress

A study by scholars of Nanjing University on the work stress of teachers in 72 colleges and universities shows that 95.7% of the respondents feel mental stress, of which 36.6% feel great stress (Zhang Yuanyuan, 2009). ; In 2005, the Population and Development Research Center of Renmin University of China took 2500 middle-aged

senior intellectuals in Beijing as a sample. The survey results showed that 82.9% of the respondents felt work stress, while only 16.6% of the respondents felt no stress. In 2004, the personnel management department of Hebei province made a survey of academic staffs in Hebei province, and found that the phenomenon of heavy workload and physical exhaustion was common among academic staffs (Liu Xinyan, 2010) ; A study by Jin Shun and Zhou Chunli on the work stress of 513 teachers in 16 universities shows that 73% of the respondents feel great work stress (Jia Ning, 2007). Zhou Qimin's research on the work stress of more than 9,000 teachers in 19 universities in Guangdong Province shows that 90% of the respondents are in sub-health state for a long time, and 20% of the respondents are in various diseases (Ma Wenchao, 2007). Liu Zhicheng and Sun Jia's research shows that "only 3.5% of the teachers interviewed said they had no stress, 40% thought they had a little stress, and about 60% of the teachers felt that the stress was high or very high" (Wang Dianjian, 2010). It can be seen that there is an excessive stress on academic staffs in China.

Chen Zhiqiao. (2021), a teacher from Guangdong Vocational and Technical College of Industry and Trade, conducted a questionnaire survey and a key interview on the work satisfaction and stress of 294 female teachers in Guangdong. Through data analysis, it was found that there were significant differences in the work satisfaction and stress of female teachers in universities in terms of age, professional title, working years, double qualifications and excellent teachers. Based on the investigation of 584 teachers in four universities in Henan Province, Ma Zhenyao (2009), a teacher from Zhoukou Normal University, found that there were significant differences in the work stress of university teachers in terms of age, educational level, professional title and working years. Two teachers, Yang Xiaoli and Tran Phu (2016), from Teacher Education College of Shanxi Normal University, made an empirical study on the work stress of 989 university teachers in Shanxi Province, and found that there was no significant difference in gender, whether they were key universities or not, and whether they held administrative positions, but there were significant differences in age and professional titles. Xu Xiaohe. (2013), a teacher from Guangxi Traffic Vocational and Technical College, found that the work stress of

physical education teachers in Guangxi universities showed significant differences in age, teaching years and professional titles. On the basis of investigating 480 college teachers in Guangxi, Luo Guoxiang and Shu Chang. (2008), teachers of Guilin Aerospace Industry College, found that the work stress intensity of college teachers is generally high, and there are differences in gender, age, professional title and major.

Research on the Source of Academic Staffs' Work Stress

Domestic scholars have mainly explored from three aspects: social environment, university management and individual characteristics. In addition, they have also discussed the stressors such as cultural factors, educational reform and changes in educational structure. Duyexin. (2017). conducted a questionnaire survey on the stress of young teachers in universities, and found that the stress problem of young teachers in universities is more serious, and its sources of stress are mainly concentrated in teaching, academic research and economic life. Jing Wong's. (2013). research on academic staff's work stress found that the main factors affecting academic staff's work stress are social factors, organizational factors and personal characteristics. Niu Weijing conducted an empirical study on 240 academic staff in a vocational college in Beijing, and found that the main stressors are workload (teaching tasks, other work, scientific research and modern teaching ability), teaching guarantee (Opportunities for further study, students' quality and their own professional ability), work pleasure (Economic income, evaluation system) and interpersonal relationship (Leaders, colleagues and students). Peng Yan. (2008). conducted an empirical study on academic staff in six universities in Henan Province, and found that the main factors affecting academic staff's occupational stress are social factors, school management and system factors, career development factors, interpersonal factors, students' factors and personal background characteristics.

To sum up, the stressors of university teachers in China are as follows: First, education reform. Breaking the tenure system puts forward higher requirements for university teachers' knowledge, skills and academic qualifications. Second, the workload of scientific research and teaching. Third, interpersonal relationship and workload. Fourth, the evaluation system of university teachers. Interpersonal

relationship plays an important role in the process of university teachers' assessment and evaluation, and the unfair feeling brought to teachers will form stress (Li Fengchao, 2008).

Domestic scholars divide the sources of university teachers' stress into: personal factors stressors, university management stressors and social environment stressors; Internal stressors and external stressors. Microscopically, it is divided into scientific research, teaching, interpersonal relationship, career development, management system, assessment and evaluation, etc.

Table 2.2 Main Domestic Views on the Stress Sources of University Teachers

Scholar	Main viewpoints on the sources of work stress
Lin Chunmei (2002)	Organizational limitations and interpersonal conflicts
Xu Fumin, Shen Jiliang (2002)	Entrance Examination, Work Burden, Role and Responsibility, Work Hire, Professional Reputation
Shilin (2003)	The autonomy of work is restricted.
Sun Hui (2003)	Social changes, educational reform, management requirements, teaching requirements, interpersonal relationships, student factors, workload, inadequate working conditions, career development
Haixiang Wang (2004)	Academic qualifications, professional titles, heavy teaching tasks, high self-expectations, and low sense of work efficiency.
Lee Hung (2005)	Social status, conflicts between economic income and academic status, differences between self-evaluation and others' evaluation, worries about work security, troubles in interpersonal relationships, excessive workload, strong work burnout, education and teaching methods.
Zhang Guiping (2005)	Self-expectation, interpersonal relationship, career development, work load, family life and organizational structure
Huang Shuling (2005)	Interpersonal stress, workload, teaching resources and student performance, personal life stress
Yan Zhen (2006)	Limited work autonomy, interpersonal conflicts, organizational limitations

Table 2.2 (Continued)

Scholar	Main viewpoints on the sources of work stress
Liu Yingshuang (2006)	Research load, organizational structure, career development stress, conflict between work and family, role stress
Rui Zhang, Lin Lin (2006)	External factors: the role conflict between students and teachers, educational reform; Internal factors: limited ability, bad cognition of stress.
Siu-Leung Lee (2007)	The lower wages and benefits, the more efforts made in scientific research work and the lower returns.
Zhu Qi (2008)	Treatment and working conditions, scientific research, personality, evaluation system, interpersonal relationship, family
Huang Xiuhai (2008)	The professional title evaluation conditions are harsh, the scientific research task is heavy, the mechanism of "learning and evaluating teaching" is unreasonable, leisure time is less, and local protectionism.
Ji Xiaoli, Chen Fengwen (2009)	Expectation stress, work task stress, role stress, self-quality and sense of achievement.
Wang Yuning, Zhu Xiaoying (2012)	First, professional title evaluation, second, salary, third, interpersonal relationship, fourth, children's education, marriage and family, etc.

Source: Based on the collation of relevant literature.

Based on the specific situation of China, domestic scholars made detailed research on stressors, which broadened the research horizon of this paper and guided the formulation of research tools.

Research on the Work Stress Reaction of Academic Staffs and its Influence

Guanning Zhen. (2002). made an empirical study on the work stress of teachers in universities in different regions, and found that "more than 50% of university teachers have bad psychological reactions, such as anxiety and depression, etc."; More than 30% of teachers also have adverse physiological reactions, such as headache, chest tightness, shortness of breath, insomnia and dreaminess. Teachers

with these adverse reactions think that their work efficiency has dropped significantly, and less than 10% of university teachers feel little or no stress. Generally speaking, university teachers generally feel great mental stress, and think that work stress affects their work efficiency and personal health ". Guo Xiulan's. (2007). research on university teachers' mental health shows that "university teachers' body and mind are in sub-health state, accounting for more than 60% of the respondents. Sub-health will not only cause university teachers' frequent diseases, but also indirectly affect university students' physical and mental health and university education and teaching quality". Yin Ping's. (2005). survey of more than 300 teachers in three universities shows that the overall stress level of university teachers is high, and there are significant individual differences.

Domestic scholars seldom study the positive reaction to work stress, and for the research focused on the negative reaction, it is generally agreed that the persistent effect of overwork stress will cause negative physical and mental reaction, which will ultimately affect teachers' work efficiency.

Research on Research Tools and Methods of Academic staffs' Work Stress

Most domestic researchers will directly use foreign work stress scales, such as Lin Chunmei. (2002). borrowing the Questionnaire of work Stress and work Stress Response from the University of South Florida, and Liu Yourong. (1998). borrowing SCL-90 anxiety scale. Some researchers have revised foreign scales, such as the teacher burnout scale revised by Wang Guoxiang. (2003), in combination with Chinese individual and social and cultural characteristics. Some researchers, based on highlighting the influence of China's university management system on work stress, have compiled their own scales, such as the China University Teachers' Stress Scale compiled by Lee Hung. (2005). At present, the self-compiled scales have not been generally recognized by researchers.

Research on the Countermeasures of Academic Staffs' Work Stress Management

Shi Shufen. (1990), a scholar from Taiwan Province, believes that university teachers' strategies to cope with work stress mainly include reasonable cognition, self-concern, leisure and social support . Chen Deyun. (2002): "A developmental teacher evaluation system should be established. First, universities should consciously cultivate a harmonious organizational atmosphere; The second is to establish a sound organization; The third is to change the leadership style; The fourth is to provide stress management training and help." Fu Weili. (2004). put forward: "Strategies to relieve teachers' stress: teachers themselves should first identify the root cause of stress, and then find ways to eliminate it. This method is called direct action method; There is another method called stress relief method, which is different from the former method. The main goal of this method is to relieve the sense of stress, not to eliminate the source of stress. Relieve teachers' work stress is mainly carried out from psychological and physiological aspects. The physiological strategy is to try to relieve teachers' nervousness and anxiety caused by external stimuli, and help teachers recover and keep a relaxed state. The psychological strategy is to help teachers have a correct understanding of work stress and their own abilities, and believe that they have the ability to cope with current tasks or face difficulties, so that they can be in a specific situation." Jin Shun and Zhou Chunli. (2010). put more emphasis on the key role of individual university teachers in stress regulation. Cai Jiji. (2012). put forward systematic measures to manage teachers' work stress from three aspects: individuals, universities and society, so as to improve their working ability and mental health level at the individual level; Universities should increase investment in spiritual and material construction, and reduce the stress sources from organizational management; At the social level, increase the support of the government and society, create a social environment conducive to the development of university teachers, and introduce policies to improve teachers' salary, welfare and social status. Liu Yue. (2009). emphasized the key role of universities in the management of teachers' work stress. He believed that universities were the main body of teachers' work stress management, had the obligation to take

effective measures to relieve teachers' work stress, and should give teachers enough support.

To sum up, domestic scholars' research on stress coping strategies is still in the stage of drawing lessons from foreign models, and the research model of discussing management strategies from three levels of society, universities and individuals is still in use. Although different scholars have their own emphasis, they have not yet put forward coping strategies against the cultural background with Chinese characteristics, and most of them take negative work stress as the research hypothesis, with the purpose of relieving work stress, and have not put forward any adjustment strategies for positive work stress.

Comprehensive Evaluation of Domestic and Foreign Literature

Scholars at home and abroad have done a lot of research on the work stress of academic staffs in their own countries, and the related research results have great reference significance for this research. In terms of research perspectives, scholars mainly study from three perspectives: management, sociology and psychology. In terms of research content, domestic and foreign scholars have defined relevant concepts, which laid the foundation for the definition of the concept of academic staffs' work stress in this paper. Scholars at home and abroad explore the stressors of academic staffs from three dimensions: personal characteristics, school management and system design. On the management countermeasures, although different research fields focus on different aspects, they are inseparable from the society, schools and individuals. These countermeasures and suggestions have important reference significance for the proposal of stress management countermeasures in this study. In terms of research methods, foreign countries focus on quantitative research methods, and work stress response scale and work stressor scale have been developed. Domestic scholars focus on the combination of quantitative and qualitative research methods, and on the basis of drawing lessons from foreign related scales, they have designed scales that are in line with China's reality according to the domestic situation. These scales strongly support the empirical research design of this study.

Scholars at home and abroad still have many shortcomings in the research perspectives, research objects, research methods and research contents: although the research covers a wide range, the research on specific groups is less. This study takes the work stress of academic staffs in public universities in Guangxi as the research object, and from the research object, there is no relevant research at present; Study the negative effects of work stress, but seldom the positive effects; Methods: Quantitative research is the main method, but qualitative research is less. In terms of management suggestions, it is mainly to eliminate work stressors, while there is little research on classified management of stress and stressors.

Chapter 3

Research Methodology

To the management strategy of academic staff's work stress in Guangxi public universities, the researchers have the following procedures:

1. The population
1. Research Instruments
2. Data Collection
3. Data Analysis

The population / Sample Group

The Population

There are 26 public universities in Guangxi, and 31,974 full-time academic staffs are employed by inquiring the data of official website.

The Sample Group

The sample group consists of 380 people. According to the stratified random sampling method, 380 valid questionnaires were collected. Academic staffs' interviewees are randomly selected, and managers' interviewees are school-level leaders and middle-level leaders in relevant management positions.

Among them, Guangxi University of Science and Technology, Guilin University of Electronic Technology, Guilin Medical College, Guangxi Normal University of Science and Technology and official website of Guangxi Vocational Normal University do not list the data of full-time teachers separately. The data include other faculty members. According to the requirement of student-teacher ratio of 18:1, the data of full-time academic staffs are calculated according to the number of full-time students. The sample is 31,974 full-time academic staffs and some administrators from 26 public universities in Guangxi

Table 3.1 Number of Full-time Academic Staffs in Guangxi Public Universities

Serial number	School name	Number of teachers	Number of Sample
1	Guangxi University	1967	24
2	Guangxi University of Science and Technology	1670	20
3	Guilin University of Electronic Science and Technology	2380	28
4	Guilin University of Technology	2000	24
5	Guangxi Medical University	2122	25
6	Youjiang Medical University for Nationalities	934	11
7	Guangxi university of chinese medicine	1069	13
8	Guilin Medical University	1660	20
9	Guangxi Normal University	2000	24
10	Nanning Normal University	1200	14
11	Guangxi Normal University for Nationalities	895	11
12	Hechi university	671	8
13	Yulin Normal University	1111	13
	Total number of Teachers	31974	
14	Guangxi Art University	951	11
15	Guangxi University for Nationalities	1530	18
16	Baise University	1351	16
17	Wuzhou University	715	8
18	Guangxi Normal University of Science and Technology	880	10
19	Guangxi University of Finance and Economics	1305	15
20	Beibu Gulf University	1113	13
21	Guilin University of Aerospace Technology	813	10
22	Guilin University of Tourism	582	7
23	Hezhou University	850	10
24	Guangxi Police University	700	9
25	Guangxi Agricultural Vocational and Technical University	1165	14
26	Guangxi Vocational Normal University	340	4
	Total number of Sample	380	

Source: Official website, the deadline is January 16th, 2022.

According to the sampling table of Krejcie and Morgan. (1970). The population was 31,974, and the sample Group 380. Type random sampling (Stratified random sampling) was used to divide the 26 public universities in Guangxi into 26 types, and then the sample size of each university was determined according to the proportion of university academic staffs to the total population, as shown in Table 3.1. A simple random sampling of each university based on the required sample size ensures the reliability, validity, and coverage of the data in the sample group.

Research Instruments

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

Design of Interview Outline

Interview research method is a qualitative research method, which is based on the core questions set by the researchers in advance, the researchers communicate directly with the research samples, and then collect relevant information. Both the questionnaire and the questionnaire are made and compiled according to the information collected by interviews, so the interview method is also one of the indispensable research methods for quantitative research. The interview

method is divided into two forms: group interview and individual interview. The latter is relatively time-consuming and costly. Therefore, according to different situations, this study comprehensively uses the two forms in the interview process, which not only saves the time cost of the interview, but also obtains real and detailed first-hand materials.

1. The Content of the Interview Outline.

According to Kavle. (1996). suggestion on the content design of interview outline, when designing the interview outline for academic staffs in universities, we should try our best to make the questions easy to understand. In order to ensure the reliability of the interview, we can use exploratory questions, repetitive questions and introductory questions. Every question in the interview must be consistent with the facts and resolutely eliminate irrelevant content. The structure of the interview outline is generally divided into two parts: basic information and interview questions. The basic information includes name, gender, position, length of service and education (Chen Xiangming, 2000).

2. The Content of the Interview Outline for Academic Staffs in Universities.

The main purpose of interviewing academic staffs is to understand the magnitude and source of academic staff's work stress in a period of time, what impact it has on their psychology, physiology and behavior, and the root causes of work stress. According to the purpose of the interview and the principle of designing the interview outline, the interview outline mainly revolves around the following questions: please briefly introduce your basic situation (age, teaching experience, teaching subject, etc.); Have you felt stress at work recently? What is the size? Can you talk about what you feel stressed about? Do you often have palpitation, chest tightness and tinnitus? Do you often suffer from anxiety or even insomnia because of things at work? Do you feel that you are satisfied with the work efficiency in the recent period? Design around these problems, the problems can be repeated verification, but also can be exploratory. See appendix A for the specific interview outline.

3. The Content of the Interview Outline for University Administrators.

The purpose of interviewing university administrators is to understand the magnitude and source of academic staff's work stress and its influence on academic and even school education and teaching from the perspective of administrators, and strive to compare with the interviews of academic staffs and obtain mutual confirmation. The interview focused on the following main questions: What business are you mainly responsible for in academic staffs management? Can you tell me more about the number of academic staffs in your university, the teaching time and the positions they are engaged in? In your opinion, do academic staffs have work stress? How stressful are they at work? Where do you feel that their most serious work stress comes from? Does work stress have a negative impact on some academic staffs? Do academic staffs in your university miss classes for no reason and often arrive late and leave early? Are there many academic staff who often ask for leave from your department because of poor health and poor mood? What do you think the university has not done enough to satisfy the academic staffs? Do academic staffs often put forward their own different opinions to your department? The interview outline is designed to solve these problems, and the specific interview outline is shown in Appendix B.

The Compilation of Work Stress Questionnaire for Academic Staffs in Universities.

As one of the most important methods of quantitative research, questionnaire survey has been widely used by scholars at home and abroad in all kinds of research (Jia Zhiruo, 2014). Inspired and guided by the above questionnaire design principles, according to the interview and work stress theory, this study theoretically conceived the academic work stress questionnaire, and determined the purpose of the academic work stress questionnaire according to the main purpose of this study-to explore the source, intensity and impact of work stress on individuals of academic staffs in universities. Accordingly, the content of the work stress questionnaire for academic staffs in universities is designed into three parts: the first part is the basic information of academic staffs in universities; The second part is the

questionnaire of work stressors for academic staffs in universities; The third part is the work stress response questionnaire for academic staffs in universities. The second and third parts are the main body of the problem.

1. Development of Work Stressors Questionnaire for Academic Staffs in Universities.

In the process of literature analysis, no work stressors questionnaire was found for academic staffs in universities. The existing work stressors questionnaires at home and abroad, such as Cooper's work stress index scale, McLean's work stress questionnaire, Zeng Xiaojuan's work stressors questionnaire for university teachers, and Julia's overseas Chinese teachers' work stressors questionnaire, cannot include all the work stressors of academic staffs in universities due to different measurement groups (Ye Qing, 2011). Therefore, on the basis of the above work stressors questionnaire, combined with the interview of academic work stress in universities, this study compiled the work stressors questionnaire for academic staffs in universities, and the specific compilation steps are as follows:

Literature Analysis. In the analysis of the mechanism and factors of work stress, on the basis of grasping the connotation of work stress, according to the theory of work stress generation, the evaluation points (items) of the questionnaire on work stressors for academic staffs in universities are preliminarily separated.

Interviews and Open Questionnaires Were Conducted Among Some Academic Staffs. In this study, in order to understand the main sources of academic stress in universities, a number of different types of academic staffs were interviewed. During the interview, in order to let the subjects accurately grasp the intention of the interview, we first introduced the understanding of work stress in this study to the subjects, and asked the subjects to list the contents of work stress they experienced one by one according to their own experience and understanding. Through interviews, it is found that academic staffs' answers to the sources of work stress mainly focus on seven aspects: salary and welfare, students' learning attitude and management problems, teaching workload and scientific research workload, school management system, cross-role teaching, interpersonal relationship and personal career development. In order to overcome the disadvantages of possible omissions

in the interview, this paper also issued an open questionnaire to the subjects for further investigation. The open questionnaire mainly focused on the following questions: (1) Do you think there is stress in your work process? (2) If there is stress, where do you feel the stress mainly comes from? (3) What impact do you think these stresses have brought to you?

Make a Preliminary Classification of the Items and Evaluate the Initial Questionnaire. Then, this paper sorts out the interview records and open questionnaire surveys of academic staffs in universities, and initially obtains some questionnaire items. Combined with the questionnaire of teachers' job stressors at home and abroad, these items were preliminarily deleted and classified, and the initial questionnaire of academic staffs' work stressors in universities was compiled. The questionnaire design was based on the theory of work stress interaction, combining external work stressors with personality traits to compile items, with a total of 36 items. (See Appendix C for the initial questionnaire on work stressors of academic staffs in universities).

2. Development of Work Stress Response Questionnaire for Academic Staffs in Universities.

Literature Analysis. Based on the analysis of Simmons' and Nelson's Work Stress Response Scale (Nulsen's), and the reference of domestic scholars Zeng Xiaojuan and Li Guanghai's work stress response questionnaire, this paper collects the items of the work stress response questionnaire for academic staffs in universities on the basis of the analysis of the concept of negative response to work stress.

Interviews and Open Questionnaires Were Conducted Among Some Academic Staff. In order to understand the performance of academic staffs' work stress response in universities, this paper interviewed academic staffs in universities as well as the same sample's work stress response, presented the definition of work stress response in this study to the subjects, and asked them to list their own work stress responses according to their own experience and understanding. The results show that academic staffs' understanding of work stress mainly includes three aspects: physiological response, psychological response and behavioral response. In

order to further verify the reliability of the interview, this paper further collected relevant information through an open questionnaire survey. The open questionnaire includes three topics, namely: (1) Have you ever had a headache, high blood stress, irritability, and easy to lose your temper at work? (2) Do you think these reactions are related to work stress? (3) How did you control these reactions? In view of the above questions, the subjects are required to answer as detailed and specific as possible.

Make a Preliminary Classification of the Items and Evaluate the Initial Questionnaire. Then, this paper sorts out the interview records and open questionnaires about academic staff's work stress response in universities, and obtains some questionnaire items initially. Combined with the domestic and foreign teachers' work stress response questionnaires, these items were preliminarily deleted and classified, and the initial questionnaire of academic staff's work stress response in universities was compiled. After the formation of the initial questionnaire, in order to test the readability and appropriateness of the initial questionnaire, this study invited three academic staffs in universities to try to answer the questionnaire. After listening to their suggestions, the readability of the questionnaire was adjusted to ensure that the questionnaire items can truly reflect the content of the academic stress response in universities. Classify and summarize the questionnaire items obtained from interviews and open questionnaires. On this basis, combined with the domestic and foreign questionnaires about work stress response, the initial questionnaire of academic staff's work stress response in universities was compiled, with 16 items in total. (See Appendix D for the initial questionnaire on job stressors of academic staff in colleges and universities)

Check the Consistency of Project Objectives (IOC).

In order to ensure the reliability and validity of the questionnaire, before the IOC test, the author conducted a preliminary study with the initial questionnaire, and formed a formal questionnaire based on the deletion of the questions in the preliminary study (see Appendix E for the contents of the preliminary study). Use the tools provided to experts for interview Outlines and formal questionnaire to measure the consistency of objectives (IOC) of the indicator items and verify the consistency

of the content. Hire 5 experts for validation and submit the results to the Research Director after the experts have passed the validation. The mean IOC verified by experts is 1.00, which is suitable for this study.

Data Collection

Data Collection on the Current Situation and Differences of Academic Staff's Work Stress in Guangxi Public Universities.

The interview outline of academic staff in Guangxi public universities and the interview outline of managers in Guangxi public universities adopt unstructured interview method (non-standardized interview method). The questionnaire of academic staff's work stressors in Guangxi public universities was compiled according to the problems that academic staff often encounter in their work, using Likert 5-level rating scale, with no stress = 1; Light stress = 2; Medium stress = 3; Higher stress = 4; A lot of stress =5. The questionnaire of academic staff's work stress response in Guangxi public universities was compiled according to the possible work stress response of academic staff in their life and work, and Likert scale 5-level rating was adopted. None =1; Rarely =2; Sometimes =3; Often =4; Always =5.

Direct interview (Face-to-face interview) and unstructured interview (non-standardized interview) were used to randomly select academic personnel, and the managers were school-level leaders and middle-level leaders in relevant management positions. In order to save time and cost, the interviewers selected colleagues and leaders from Hezhou University, where I work, and conducted simultaneous interviews with academics and administrators according to the time of interviewees. The interview time is from March 17th to March 25th, 2023. The purpose of the interview was communicated before the interview, and the core concepts of this study were briefly explained after promising to keep the contents of this interview absolutely confidential. Then talk with the interviewee from introducing their basic situation, and gradually lead to the problem of work stress, and make interview records at the same time. Relevant data on teachers and managers' stressors, stress responses and stress effects were collected to prepare for the formulation of the questionnaire;

By means of stratified random sampling and simple random sampling, questionnaires were distributed and collected from 26 public universities in Guangxi. The questionnaires included the questionnaire on academic staff's work stress and the questionnaire on academic staff's work stress response in Guangxi public universities. The effective number of questionnaires collected was determined to be 380 according to the table of Krisis and Morgan. (1970), and the proportion of questionnaires collected in each university was determined according to the proportion of teachers.

Data Collection of Strategies for Academic Staff's work Stress in Public Universities in Guangxi.

Focus group interviews were used to collect experts' evaluation data on management strategies.

Data Analysis

SPSS statistical software and Excel software were used for data analysis.

The researchers collected all the information and used statistical data and analysis in the study as follows:

1. Draw a conclusion by taking the data as the research variable, and analyze the content from the relevant literature and research.
2. The data analysis of the interviewee's basic information includes gender, age, educational background, work unit, working years, etc.
3. Data analysis the statistical values of academic staff's work stress management strategies in Guangxi public universities are percentage, arithmetic mean and standard deviation.
4. The data analysis of confirming the appropriate mode of academic staff's work stress management strategy in Guangxi public universities. By referring to the evaluation opinions of educational management experts.

Chapter 4

Results of Analysis

According to the research purpose of "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities", in order to study the work stress of academic staffs in Guangxi public universities, in order to propose the management strategy of academic staffs in Guangxi public universities, so as to improve the employment efficiency of university academic staffs, and prepare to cope with the possible changes in the work stress of academic staffs in Guangxi public universities, the researchers present the following research results. The data analysis results are as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

- | | |
|-----------|------------------------------|
| n | Refers to Sample Group |
| \bar{X} | Refers to Average Value |
| S.D. | Refers to Standard Deviation |

Presentation of Data Analysis

Part 1: The analysis result about the general information of respondents, classified by age, gender, years of teaching, type of school, work position, and educational background. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of academic staffs' work stress in Guangxi public universities. Presented the data in the form of average value and standard deviation.

Part 3: The analysis result about the interview content and the guidance for improving the work stress management strategy of academic staffs in Guangxi public universities.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of strategies for improving the work stress management strategies of academic staffs in Guangxi public universities. Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 4 parts as follows:

Part 1: The analysis result about the general information of respondents, classified by age, gender, years of teaching, type of school, work position, and educational background. Presented the data in the form of frequency and percentage.

Table 4.1 Number of People and Percentage of Respondents (Academic Staff Questionnaires)

(n=380)

	General Information	Frequency	Percentage
Age	Under 30 years old	85	22.37
	31-40 years old	125	32.89
	41-50 years old	135	35.53
	Over 51 years old	35	9.21
	Total	380	100
Gender	Male	159	41.84
	Female	221	58.16
	Total	380	100
Years of service	Within 10 years	169	44.47
	11-20 years	115	30.26
	21-30 years	72	18.95
	More than 31 years	24	6.32
	Total	380	100
Type of school	Research-oriented university	24	6.32
	Teaching and research university	179	47.11
	Teaching-oriented university	177	46.58
	Total	380	100

Table 4.1 (Continued)

	General Information	Frequency	Percentage
Work position	Public course teaching	33	8.68
	Teaching of other specialized courses	46	12.11
	Scientific research and teaching	249	65.53
	Scientific research	52	13.68
	Total	380	100
Educational background	Bachelo	73	19.21
	Master	194	51.05
	Doctor	87	22.89
	Other	26	6.84
	Total	380	100

According to Table 4.1, showed that the majority respondents were 159 males (41.84%), and 221 females (58.16%). The age distribution of respondents was 85 person under 30 years old (22.37%), 125 people aged 31-40 (32.89%), 135 people aged 41-50 (35.53%), and 35 person over 51 years old (9.21%). 169 respondents has worked in school for less than 10 years (44.47%), 115 are 11-20 years (30.26%), 72 are 21-30 years (18.95%), and 24 are over 31 years (6.32%). 24 interviewee was worked in Research-oriented university (6.32%), 179 interviewee was worked in Teaching and research university (47.11%), 177 interviewee was worked in Teaching and research university (47.11%), and 4 people were engaged in Teaching-oriented university (46.58%). 33 interviewee was engaged in public course teaching (8.68%), 1 person was engaged in other specialized courses teaching (12.11%), 249 people were engaged in teaching and scientific research (65.53%), and 52 people were engaged in Scientific research. The educational background of the respondents was mainly master's degree, were 194 people, accounting for 51.05%, followed by doctoral degree and bachelor's degree, with others degree being the lowest, were 26 person, accounting for 6.84%.

Part 2: The analysis result about the current situation of academic staffs' work stress in Guangxi public universities. Presented the data in the form of average value and standard deviation.

Table 4.2 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Ten Aspects

(n=380)

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

According to Table 4.2, it is found that the current situation of work stress of academic staff in ten aspects is at a moderate level ($\bar{x} = 2.67$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was physiological response ($\bar{x} = 3.18$), followed by work load ($\bar{x} = 3.02$), and the personal factors was the lowest level ($\bar{x} = 2.00$).

Table 4.3 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Salary Load dimension
(n=380)

	Salary load dimension	\bar{X}	S.D	level	rank
1	Wages are relatively low.	2.94	0.85	medium	1
2	Less bonus, less holiday benefits.	2.91	0.81	medium	2
3	Less lesson fees.	2.49	0.78	low	3
Total		2.78	0.70	medium	

According to Table 4.3, it is found that the current situation of work stress of academic staff in salary load dimension is at a moderate level ($\bar{X} = 2.78$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was wages are relatively low ($\bar{X} = 2.94$),

Followed by less bonus, less holiday benefits ($\bar{X} = 2.91$), and the less lesson fees was the lowest level ($\bar{X} = 2.49$).

Table 4.4 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Cross-role load dimension
(n=380)

	Cross-role load dimension	\bar{X}	S.D	level	Rank
1	Worry that students won't adapt to my teaching style.	2.59	0.79	medium	3
2	Students don't love to learn.	2.61	0.70	medium	2
3	The demands on teaching performance are too high.	2.82	0.71	medium	1
4	Worry about students' test scores.	2.56	0.73	medium	4
Total		2.64	0.60	medium	

According to Table 4.4, it is found that the current situation of work stress of academic staff in cross-role load dimension is at a moderate level ($\bar{X} = 2.64$). Considering the results of this research aspects ranged from the highest to lowest

level were as follow: the highest level was the demands on teaching performance are too high (\bar{x} =2.82), followed by students don't love to learn (\bar{x} =2.61), and worry about students' test scores was the lowest level (\bar{x} =2.56).

Table 4.5 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Interpersonal load dimension

(n=380)

	Interpersonal load dimension	\bar{X}	S.D	level	Rank
1	Can't communicate effectively with students.	2.56	0.87	medium	2
2	Poor communication with managers	2.52	0.97	medium	3
3	I can't communicate effectively with my colleagues and lack a sense of belonging.	2.93	0.85	medium	1
Total		2.67	0.82	medium	

According to Table 4.5, it is found that the current situation of work stress of academic staff in interpersonal load dimension is at a moderate level (\bar{x} = 2.67). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was I can't communicate effectively with my colleagues and lack a sense of belonging. (\bar{x} =2.93), followed by can't communicate

Effectively with students (\bar{x} =2.56), and poor communication with managers was the lowest level (\bar{x} =2.52).

Table 4.6 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Workload dimension

(n=380)

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

According to Table 4.6, it is found that the current situation of work stress of academic staff in workload dimension is at a moderate level ($\bar{x} = 3.02$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was I spend more time preparing lessons ($\bar{x} = 3.05$), followed by organize and participate in more extracurricular activities ($\bar{x} = 3.03$), and heavy scientific research task was the lowest level ($\bar{x} = 2.99$).

Table 4.7 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Organization management dimension

(n=380)

	Organization management dimension	\bar{X}	S.D	level	Rank
1	Lack of communication opportunities with colleagues and students.	2.69	0.85	medium	5
2	Less opportunities to participate in school decision-making.	2.77	0.88	medium	2
3	I can't get timely teaching feedback.	2.09	0.86	low	7
4	Because of the lack of pre-employment training, I don't know some management systems of the school.	2.73	0.88	medium	4

Table 4.7 (Continued)

	Organization management dimension	\bar{X}	S.D	level	Rank
5	The appraisal system is unreasonable.	2.75	0.83	medium	3
6	The employment system is imperfect.	2.65	0.91	medium	6
7	Managers can't provide timely, meticulous and effective services.	2.79	0.84	medium	1
Total		2.63	0.73	medium	

According to Table 4.7, it is found that the current situation of work stress of academic staff in organization management dimension is at a moderate level ($\bar{X} = 2.63$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was managers can't provide timely, Meticulous and effective services ($\bar{X} = 2.79$), followed by less opportunities to participate in school decision-making ($\bar{X} = 3.03$), and I can't get timely was the lowest level ($\bar{X} = 2.09$).

Table 4.8 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Career development dimension (n=380)

	Career development dimension	\bar{X}	S.D	level	Rank
1	Lack of training and guidance in education and teaching	2.46	0.78	low	4
2	I have no chance to participate in academic activities and research.	2.57	0.83	medium	3
3	There is no path to promotion.	2.68	0.80	medium	2
4	There are no opportunities for promotion by title.	2.84	0.88	medium	1
Total		2.64	0.73	medium	

According to Table 4.8, it is found that the current situation of work stress of academic staff in career development dimension is at a moderate level ($\bar{x} = 2.64$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was there are no opportunities for promotion by title ($\bar{x} = 2.84$), followed by there is no path to promotion ($\bar{x} = 2.68$), and lack of training and guidance in education and teaching was the lowest level ($\bar{x} = 2.46$).

Table 4.9 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Personal factor dimension

(n=380)

	Personal factor dimension	\bar{x}	S.D	level	Rank
1	Have high expectations for your own achievements	1.87	0.81	low	3
2	Insufficient professional knowledge and skills	1.52	0.74	low	5
3	Lack of teaching experience	2.48	0.80	low	1
4	Poor psychological endurance	2.43	0.83	low	2
5	Love to withdraw when encountering difficulties	1.72	0.90	low	4
Total		2.00	0.72	low	

According to Table 4.9, it is found that the current situation of work stress of academic staff in personal factor dimension is at a low level ($\bar{x} = 2.00$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was lack of teaching experience ($\bar{x} = 2.48$), followed by poor psychological endurance ($\bar{x} = 2.43$), and Insufficient professional knowledge and skills was the lowest level ($\bar{x} = 1.52$).

Table 4.10 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Physiological responses dimension

(n=380)

	Physiological responses dimension	\bar{X}	S.D	level	Rank
1	Physical discomfort symptoms such as chest tightness, headache, stuffiness, tinnitus, etc	3.16	0.83	medium	2
2	Poor sleep quality, poor appetite	2.83	0.84	medium	3
3	Often sore back, leg pain, fatigue	3.16	0.88	medium	1
Total		3.05	0.78	medium	

According to Table 4.10, it is found that the current situation of work stress of academic staff in physiological responses dimension is at a moderate level ($\bar{X} = 3.05$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was physical discomfort symptoms such as chest tightness, headache, stuffiness, tinnitus, etc ($\bar{X} = 3.16$), followed by often sore back, leg pain, fatigue ($\bar{X} = 3.16$), and poor sleep quality and poor appetite was the lowest level ($\bar{X} = 2.83$).

Table 4.11 The Average Value And Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Psychological responses Dimension

(n=380)

	Psychological responses dimension	\bar{X}	S.D	level	Rank
1	Slow thinking, confusion and slow reaction.	2.77	0.84	medium	1
2	Be down in spirits	2.19	0.83	low	5
3	Anxiety, nervousness	2.29	0.80	low	3
4	Memory decline	2.23	0.82	low	4
5	Lack of concentration	2.41	0.86	low	2
Total		2.28	0.70	low	

According to Table 4.11, it is found that the current situation of work stress of academic staff in psychological responses dimension is at a low level ($\bar{x} = 2.28$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was slow thinking, confusion and slow reaction ($\bar{x} = 2.77$), followed by Lack of concentration ($\bar{x} = 2.41$), and be down in spirits was the lowest level ($\bar{x} = 2.19$).

Table 4.12 The Average Value and Standard Deviation of the Current Situation of Work Stress of Academic Staffs in Behavioral responses dimension

(n=380)

	Behavioral Responses Dimension	\bar{X}	S.D	level	Rank
1	Work efficiency decreases	2.30	0.89	low	3
2	Have excessive behavior	2.81	0.80	medium	2
3	Love to lose your temper	3.21	0.94	medium	1
Total		2.80	0.72	medium	

According to Table 4.12, it is found that the current situation of work stress of academic staff in behavioral responses dimension is at a moderate level ($\bar{x} = 2.80$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was love to lose your temper ($\bar{x} = 3.21$), followed by have excessive behavior ($\bar{x} = 2.81$), and work efficiency decreases was the lowest level ($\bar{x} = 2.30$).

Part 3: The analysis result about the interview content and the strategies of academic staffs in Guangxi public universities .

Table 4.13 Personal information of interviewee

Interviewee	Education background	Interview Date	Interview Time
Interviewee 1	Education: master's degree Expertise: Education management Work experience: 26 years	March 24 st ,2022	10:00 am GMT +8 40 minutes
Interviewee 2	Education: Doctor's degree Expertise: Education management Work experience: 17 years	March 29 st ,2022	03:00 pm GMT +8 48 minutes
Interviewee 3	Education: Doctor's degree Expertise: Human recourses management Work experience: 8years	April 5 st ,2022	09:00 am GMT +8 35 minutes
Interviewee 4	Education: master's degree Expertise: Measurement and evaluation Work experience: 16 years	April 7 st ,2022	11:00 am GMT +8 50 minutes
Interviewee 5	Education: master's degree Expertise: Artificial intelligence Work experience: 4 years	April 10 st ,2022	04:00 pm GMT +8 35 minutes
Interviewee 6	Education: Doctor's degree Expertise: Economics Work experience: 7 years	April 16 st ,2022	09:30 am GMT +8 38 minutes
Interviewee 7	Education: Doctor's degree Expertise: Chinese language and literature Work experience: 13 years	April 18 st ,2022	10:00 am GMT +8 45 minutes
Interviewee 8	Education: master's degree Expertise: chemistry Work experience: 15 years	April 20 st ,2022	11:00 am GMT +8 30 minutes

Table 4.13 (Continued)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 9	Education: Doctor's degree	April 24 st , 2022	10:00 am GMT
	Expertise: Art theory		+8
	Work experience: 21 years		40 minutes
Interviewee 10	Education: master's degree	April 25 st , 2022	03:00 pm GMT
	Expertise: Biotechnology		+8
	Work experience: 26 years		42 minutes

Interviewee 1

1. What is the current situation of academic staff's work stress?

I personally have high expectations for myself and set some goals, so the current work stress is relatively high. There is a big difference in the work stress of other academic staff, which has a lot to do with personal factors. Those who do not have high requirements for themselves have no stress, and if they want to make new breakthroughs in scientific research and teaching, the stress is still quite large.

2. What are the sources of work stress for academic staff in universities?

During years of academic staff management, some academic staff complained about their low salary and felt that they were under great economic stress, so they had the idea of quitting their works. Some academic staff were self-isolated and rarely communicated with colleagues and students after class, which made them feel lonely. Such loneliness would also become a source of work stress. Some other academic staff put forward some suggestions to us to improve the management of the school. After we responded to the relevant departments, the feedback was delayed, which made the academic staff very angry, and their work was not as active as before, which had a great impact on organization and management.

3. What is the impact of academic staff's work stress?

It does have a certain impact on me personally, such as insomnia, forgetfulness, obsessive-compulsive disorder, etc., symptoms only occasionally appear, not often, generally speaking, the impact is not large, belongs to the

controllable range. Colleagues are usually very normal performance, extreme performance of colleagues there are one or two, accounting for a small proportion.

4. What can universities improve in the management of academic staff's work stress?

There are obvious differences in the income of different positions. For example, the income of academic staffs varies according to the courses they teach. Taking ideological and political courses as an example, academic staffs of ideological and political courses are 2,000 yuan more per month than academic staffs of other specialized courses. In addition, there are also the problems of service attitude and service efficiency of managers. The idea of official standard still exists widely, and the current situation of low efficiency and poor attitude is hoped to be improved.

Interviewee 2

1. What is the current situation of academic staff's work stress?

There is a certain amount of stress, but the stress is not large, in the controllable range, when there is no stress, I do not know what to do, such as holidays, work and rest are very abnormal, there is stress to live a full life, occasionally there will be tired state, the impact is not big.

2. What are the sources of work stress for academic staff in universities?

Academic staff's work stress mainly comes from three aspects: teaching, scientific research, interpersonal communication and work security. In terms of teaching, academic staff do not know much about the learning characteristics and learning basis of current students. In teaching, students often do not cooperate with their teaching. "The textbooks and contents chosen by the academic staff are simple and outdated. They have not kept pace with The Times, and we do not like to cooperate with them in class." In the field of scientific research, it is difficult for academic staff to obtain approval for project application and publish high-quality journal papers, which is directly related to the career development and income of academic staff, and is also an important source of stress. In addition, the salary is not high, poor working conditions and other problems that academic staff often respond to, often become a source of stress. There are outdated and rigid phenomena in the

organization and management system of the school, which can not serve and effectively solve the problems encountered by academic staff, and there is still a gap between the needs of improving the efficiency of academic staff recruitment.

3. What is the impact of academic staff's work stress?

Work stress is mainly in the physical and psychological aspects, the body will occasionally feel forgetful, tired, slow reaction, etc., psychological will often do not want to talk and do not want to see the state.

4. What can universities improve in the management of academic staff's work stress?

There are many areas that need to be improved, such as personnel management, teaching management, scientific research management, logistics management, etc., in essence, the concept of managers needs to be changed, to realize the transformation from management to service, and to treat themselves as a service provider, rather than a bureaucrat.

Interviewee 3

1. What is the current situation of academic staff's work stress?

There are individual colleagues suffering from depression because of work stress, the number is very small, more than 1,000 colleagues have only heard of one, the proportion is less than one in 1,000. Stress should be every colleague has, but the stress is not big, everyone is busy with their own things, or teaching or scientific research, or personal improvement, etc., appropriate to give yourself a little stress is a good thing, life is hopeful.

2. What are the sources of work stress for academic staff in universities?

The sources of work stress are various, and I feel that organization and management account for a large proportion. The current management efficiency is relatively low, some things cannot be solved for many times, there are too many irrelevant meetings and activities, which occupy too much time, and the forms on various teaching and scientific research are too many and constantly change, which increases a lot of workload. When I came to work at the university, I didn't have formal, complete training, and I needed to understand students' study habits so I

could make it easier for them. There are some good suggestions for teaching reform and school management that have no place to submit. He had raised the issue with familiar administrators, but saw no change in teaching or management.

3. What is the impact of academic staff's work stress?

Mainly psychological impact, easy to feel irritable, irritable and love to lose temper, mainly management is not in place and attitude is not good caused, usually still relatively mild people.

4. What can universities improve in the management of academic staff's work stress?

The management department should reduce the number of meetings and activities unrelated to teaching and scientific research work, and pay more attention to practical results.

Interviewee 4

1. What is the current situation of academic staff's work stress?

Generally speaking, I don't have much stress. Besides attending classes, I don't pay much attention to scientific research, and I don't pay much attention to professional titles and positions. Besides, I often get together with colleagues and friends after work, and I like my current state.

2. What are the sources of work stress for academic staff in universities?

Mainly in terms of work load, scientific research stress and career development, for highly motivated academic staff, lack of relevant channels or few opportunities, then feel great stress.

3. What is the impact of academic staff's work stress?

Very few academics mentioned that they often suffered from insomnia or loneliness. Even if some academic staff do have depression, forgetfulness, physical illness and other symptoms, they think it is private, generally will not talk to others, as managers will not easily ask such sensitive issues. For example, when communicating with students, managers often ask about the classroom performance of academic staff. According to the students, there are some academic staff who are

angry in class, have a weak sense of responsibility, and occasionally arrive late and leave early, but the proportion is very small on the whole.

4. What can universities improve in the management of academic staff's work stress?

Management staff are also trying to do a good job in service, they are indeed very hard, things can not be satisfactory, if you have to make some suggestions for improvement, it is to hope that the management process can be fair, just and open, so that colleagues warm heart.

Interviewee 5

1. What is the current situation of academic staff's work stress?

There is not much stress. After class, I can often exercise and eat together with my friends, and I am happy every day. Other academic staff should be under stress.

2. What are the sources of work stress for academic staff in universities?

There are many aspects, such as income, communication, career development, personal factors, etc. The salary load is my main stress. The salary income of our school is basically between 5,000 and 10,000 yuan, the salary of teaching staff is relatively the lowest, about 5,000 yuan/month, the salary of teaching and research staff is about 8,000 yuan/month, and the salary of scientific research staff is the highest, about 10,000 yuan/month. Low salary brings me great stress, I usually eat in the school restaurant and he cooks by myself. Only when hosting friends or being invited would they go to high-end restaurants outside of school. The number of meals in off-campus restaurants is very small, and the current income is really not affordable. My parents work in their hometown, their income is limited, and they are sick and unhealthy, and they need financial support. I have a lot of stress in interpersonal communication, I have few friends, and I am basically alone except for communicating and interacting with classmates in class. In the process of communicating with teacher Li, she said that she is introverted and there is stress in this aspect.

3. What is the impact of academic staff's work stress?

Individual colleagues make a difference, but most make little difference.

4. What can universities improve in the management of academic staff's work stress?

I hope to form departmental linkage, pay attention to effectiveness, and do it seriously to solve problems for academic staff.

Interviewee 6

1. What is the current situation of academic staff's work stress?

Older colleagues should have no stress, there are still many differences, such as age, educational background, gender, family economic conditions and so on.

2. What are the sources of work stress for academic staff in universities?

In terms of professional title promotion, scientific research projects, paper publication, the quantity and quality of class hours, and coping with various inspections, I always feel that there are endless things to do, and it is difficult to have a quiet time.

3. What is the impact of academic staff's work stress?

Mainly in the physical aspect, I feel that many colleagues around me have a lot of white hair, a lot of hair loss, memory loss, slow reaction and so on.

4. What can universities improve in the management of academic staff's work stress?

In the information management also need to improve, each work has one or several systems, such as educational administration system, financial system, student system, scientific research system, etc., login accounts and passwords are more than a dozen, did not achieve the integration of the system.

Interviewee 7

1. What is the current situation of academic staff's work stress?

The overall stress is not large, and the individual stress is larger, which is related to the work and the nature of the work, and also related to personal factors.

2. What are the sources of work stress for academic staff in universities?

There are many sources of stress, such as work tasks, salary income, scientific research tasks, teaching tasks, title promotion, work promotion and so on. The stress of teaching work is my main stress, and I often have to face the stress of teaching work, with more than 20 class hours per week, and an average of four classes per day, plus the time for class preparation and homework correction, I often have to work overtime at night. The situation is basically the same with many academic staffs in our university, such as Mr. Zhang, who needs to spare two hours for class preparation every night. In addition, teaching is difficult, and students are always worried about their test scores. I had no formal, complete training, and my feedback to managers was often delayed, and the promotion of lecturer title has been good for 7 years, in line with the qualifications of associate professor, participated in two reviews, are rated as associate professor title, feel greater stress.

3. What is the impact of academic staff's work stress?

The impact can be divided into two aspects: appropriate stress can improve work efficiency, too low stress is not conducive to the development of organizations and individuals, and too high stress is also not conducive to the development of organizations and individuals.

4. What can universities improve in the management of academic staff's work stress?

Universities should not only give stress, but also give paths and platforms to promote the common progress of schools and academic staffs. Let the academic staff see the hope, the effort will have the hope of harvest, and the people who have hope are the happiest.

Interviewee 8

1. What is the current situation of academic staff's work stress?

The stress is medium, not too high, not too low, in the tolerable range.

2. What are the sources of work stress for academic staff in universities?

There are many sources of stress, which are closely related to personal factors. In the eyes of academic staffs, some things are good things, which can serve as incentives without stress, while in the eyes of other academic staffs, they are great

stress, which is mainly concentrated on promotion of ranks, because the relationship between ranks is also related to personal dignity.

3. What is the impact of academic staff's work stress?

Most of the influences are positive and positive. Under the current stress, academic staff are improving the level of scientific research and improving the quality of teaching. There are many good aspects to upgrading the level of education.

4. What can universities improve in the management of academic staff's work stress?

Give more guidance and help to academic staff, do a good job in service, and change the service attitude.

Interviewee 9

1. What is the current situation of academic staff's work stress?

The stress is relatively large, in addition to teaching but also to engage in scientific research, winter and summer vacations have never enjoyed, are writing projects and papers.

2. What are the sources of work stress for academic staff in universities?

There are many sources, mainly in research projects and papers.

3. What is the impact of academic staff's work stress?

The impact on the body is more, feeling that the body is not healthy before. My memory is not very good, which is worse than that of young people, but this is a natural physiological phenomenon of human beings, and I have not found any obvious changes in memory in the past six months. The most obvious physiological reaction is easy fatigue, which may be due to his heavy workload. From Monday to Friday, he has four classes per day on average, and I have to attend two meetings a week and prepare classes in the evening. So I work more than 35 hours a week, so I often feel tired and don't want to do anything else. Sometimes I don't want to clean, I just want to lie in bed and have a good rest. Occasionally, there are headaches, chest tightness and tinnitus and other symptoms, and Professor Li, like me, also

occasionally have similar symptoms. Although Professor Liu does not have these symptoms, he often feels tired easily for a long time.

4. What can universities improve in the management of academic staff's work stress?

Overall coordination, pay more attention to effectiveness, long-term adherence.

Interviewee 10

1. What is the current situation of academic staff's work stress?

There are basically two types of academic staff in our school, one is teaching-oriented and the other is research-oriented. Because the school has different requirements on these two types of academic staff, their work stress intensity is different. Those research-oriented academic staff have complex work nature and difficult work tasks, so they feel more stress. For those teaching-oriented academic staff, the task is less difficult and they can mainly complete the number of hours, so it can be said that the work stress of academic staff is different among groups. As for the extent of their stress level, it is difficult to measure, but judging from their behavior, the stress intensity is not very high. We often hold symposia with academic staff. They are concerned about their work and life, they do not tell us much about their negative emotions, and few academic staff feel a lot of work stress, so on the whole, the level of work stress of academic staff in our school is not very high.

2. What are the sources of work stress for academic staff in universities?

Mainly in the teaching workload, research workload and professional title promotion, of course, there are many other aspects. I have little stress in teaching, only 6 classes per week, but I need to complete the assessment of scientific research tasks every year, including the establishment of scientific research projects, the publication of high-quality papers, invention patents, etc., and the stress of scientific research work is great. My daily schedule is very tight, I arrive at the lab at 8 am, spend 1 hour each for lunch and dinner, and exercise for 1 hour. He continued to work after dinner until 10 p.m., and often went to the lab on weekends. I have no stress on economic income, mainly because my salary is relatively high and my

parents are in a better financial situation, there is no additional burden, it can be said that there is almost no economic stress. I have more friends, which may be related to my personality. I am outgoing and like to make friends, and I have no stress in interpersonal communication.

3. What is the impact of academic staff's work stress?

There is still a certain impact, more and more colleagues prefer quiet solitude, which may be in need of self-healing and repair. When I feel stressed, I need to set aside special time to relieve the stress.

4. What can universities improve in the management of academic staff's work stress?

It is hoped that the assessment of academic staff will be improved to be more reasonable and scientific.

Summary

The analysis of general information, current situation of academic staffs' work stress and interviews is summarized as follows:

First, the overall level of work stress of academic staff in universities is not high, but there are significant differences between groups and individuals. The work stress intensity caused by various work stressors is different, and the work stress intensity of different groups is significantly different in various dimensions of work stress sources. There is a big difference between groups, for example, young academic staff have a significantly higher sense of work stress than older academic staff; The work stress of academic staff who come to school for a long time is less than that of academic staff who come to school for a short time. The academic staff engaged in scientific research is more stressed than the academic staff engaged in teaching and so on. Different groups have obvious differences in the intensity of work stress in various dimensions of work stress sources. For example, academic staff engaged in full-time scientific research work has a higher stress intensity caused by research load than teaching-oriented academic staff. Academic staffs who have been teaching in school for a long time have a significantly lower work stress on cross-role teaching stressors than academic staffs who have been teaching in a short time.

Therefore, the low overall stress does not mean that universities do not need to manage work stress, and it cannot be ignored because the proportion of groups with too much stress or too little stress is small. Management should prevent small problems and nip them in the bud before they happen, strengthen prevention and management, eliminate problems at the initial stage, and then improve the efficiency of the organization.

Second, the negative impact of academic staff's work stress is hidden, and the positive impact is not significant. During the interview process, the view that work stress has both negative and positive effects was unanimously agreed by academic staff and academic staff managers. Work stress response is used to measure the degree of negative impact of work stress. Generally speaking, work stress has little negative impact on academic staff, which is related to the fact that work stress of academic staff belongs to chronic stress. Only when work stress of a certain intensity continues to act on individuals, individuals may have psychological, physiological and behavioral responses, and these responses have a certain lag. Given that many work stresses are phased and dynamic, the individual's response to work stress is not very obvious. In addition, some academic staff can solve work stress in time, although they face a lot of real stress, they will also produce extremely weak stress response or no stress response. Therefore, the impact of work stress with work stress response as the main indicator is obvious recessive characteristics, which is difficult to measure. The positive impact of academic staff's work stress lies in their high work enthusiasm and sense of responsibility, and the most direct sign is high work efficiency. According to the empirical survey results, the work efficiency of academic staff is not high, so the positive impact of academic staff's work stress is not significant.

Third, academic staff work stress from various sources, mostly belong to the scope of university organization and management. From the micro level, in interviews with academic staff in universities, there are 19 sources of stress most mentioned by academic staff. Among these 19 sources of stress, except 5 are personal factors, the rest are related to organizational management. In interviews with administrators of academic staff at universities, administrators also identified

internal school management as a major source of stress. From a macro perspective, the sources of academic staff's work stress can be divided into seven dimensions, including salary load, cross-role load, interpersonal load, organization management, career development, personal factor and workload. Among these seven dimensions, except personal factor, others are closely related to university management. Even personal factor can be changed and influenced by university management. It can be said that although the work stress sources of academic staff in universities are diversified, they are basically related to university management. Therefore, the regulation of the source of academic staff's work stress in universities mainly lies in the adjustment of university management, and the key to the problem is to put forward stress management strategies from the organizational management level.

Through the analysis of the causes of the current situation of academic staff's work stress, it is found that the internal management of university is the source of the negative work stress of academic staff. The employment management, teaching management, scientific research management, personnel management and logistics management of academic staff in universities will cause the generation of negative work stress sources. For example, in the recruitment management process, the recruitment policy, the positioning of academic staff, the standardization of the recruitment process, and the perfection of the pre-work training system will become the source of work stress for academic staff. In the process of teaching management, the degree of perfection of teaching management system, the size of teaching workload and the speed of cross-role teaching adaptation will become the source of work stress for academic staff. In terms of scientific research management, factors such as the size of scientific research workload, the perfection of scientific research assessment system and the completeness of scientific research working conditions will become the source of work stress for academic staff. In personnel management, whether the personnel management system is perfect or not, whether the assessment and evaluation system is reasonable or not, and the service quality and quality of the staff will cause the academic staff stress. In logistics management, the working attitude and service quality of logistics service personnel will have an impact on the work stress of academic staff. Therefore, it is an effective approach for

universities to put forward work stress management strategies for academic staff from the organizational management level. Apply the option with the highest score, while drawing on the option with the lowest score, and propose the corresponding management strategy. Detailed management strategies are shown in Table 4.14:

Table 4.14 Strategies for Improving Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities

Management strategies of work Stress for academic staffs in Guangxi public universities	How to
Employment management level strategies	Change the management concept and reposition the recruitment and management of academic staff in universities. Reform the salary policy of academic staff in universities and improve the employment treatment. Standardize the recruitment procedures of academic staff in universities, expand channels and improve the quality of recruitment. Establish and improve the pre-service training system for academic personnel in universities.
Teaching management level strategies	Adjust the teaching workload to keep the working stress of academic staff at a moderate level. Improve the teaching supervision system to promote the positive work stress of academic staff. Establish a teaching discussion mechanism to accelerate the speed of academic staff's teaching adaptation. Improve the teaching environment and reduce the negative work stress of academic staff in universities.

Table 4.14 (Continued)

Management strategies of work Stress for academic staffs in Guangxi public universities	How to
Research management level strategies	Improve the scientific research management system of academic staff in universities. Reasonable allocation of scientific research workload and regulation of scientific research workload of academic staff in universities. Improve scientific research conditions and eliminate sources of negative work stress for academic staff in universities.
The personnel management level strategies	Improve the personnel management system and improve the service level. Improve the assessment and evaluation system of academic staff in universities and regulate the stress sources of evaluation work. Take care of the career development of academic staff in universities to alleviate their growth concerns. Implement psychological assistance program to improve academic staff's ability to cope with work stress.
Logistics management level strategies	Establish a logistics service management system for academic staff in universities. Cultivate the service consciousness of logistics staff and improve the quality of logistics service.

According to table 4.14, the researcher provided the strategies for improving the management Strategies of Work Stress for Academic Staffs in five aspects, which contain 17 measures. There are 4 measures for employment management level strategies, 4 measures for teaching management level strategies, 3 measures for research management level strategies, 4 measures for the personnel management level strategies, and 2 measures for logistics management level strategies.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of strategies for improving the work stress management strategies of academic staffs in public universities in Guangxi. Presented the data in the form of average value and standard deviation.

Table 4.15 The Average Value and Standard Deviation of the Evaluation of the Adaptability and Feasibility of Strategies for Improving Management Strategies of work Stress for Academic Staffs in Guangxi Public Universities in Five Aspects.

No	Management strategies of work Stress for academic staffs in Guangxi public universities	Adaptability			Feasibility		
		\bar{x}	S.D	level	\bar{x}	S.D	level
1	Change the management concept and reposition the recruitment and management.	4.43	0.54	high	4.71	0.49	highest
2	Reform the salary policy and improve the employment treatment.	4.86	0.38	highest	4.43	0.98	high
3	Standardize the recruitment procedures, expand channels and improve the quality of recruitment.	4.57	0.78	highest	4.86	0.38	highest
4	Establish and improve the pre-service training system.	4.43	0.78	high	4.86	0.38	highest
Total		4.57	0.35	highest	4.71	0.27	highest
1	Adjust the teaching workload.	4.71	0.49	highest	4.43	0.54	high
2	Improve the teaching supervision system.	4.86	0.38	highest	4.86	0.38	highest
3	Establish a teaching discussion mechanism	4.29	0.95	high	4.71	0.49	highest

Table 4.15 (Continued)

No	Management strategies of work Stress for academic staffs in Guangxi public universities	Adaptability			Feasibility		
		\bar{x}	S.D	level	\bar{x}	S.D	level
		4	Improve the teaching environment.	4.71	0.49	highest	4.84
Total		4.64	0.24	highest	4.71	0.17	highest
1	Improve the scientific research management system.	4.57	0.53	highest	4.57	0.54	highest
2	Reasonable allocation of scientific research workload.	4.86	0.38	highest	4.86	0.39	highest
3	Improve scientific research conditions.	4.86	0.38	highest	4.71	0.49	highest
Total		4.76	0.16	highest	4.71	0.13	highest
1	Improve the personnel management system and improve the service level.	4.71	0.49	highest	4.14	0.69	high
2	Improve the assessment and evaluation system.	4.71	0.49	highest	4.86	0.38	highest
3	Take care of the career development of academic staff.	4.86	0.38	highest	4.57	0.54	highest
4	Implement psychological assistance program.	4.86	0.38	highest	4.86	0.38	highest
Total		4.79	0.17	highest	4.61	0.20	highest
1	Establish a logistics service management system.	4.86	0.38	highest	4.57	0.54	highest
2	Cultivate the service consciousness of logistics staff and improve the quality of logistics service.	4.86	0.38	highest	4.71	0.49	highest
Total		4.86	0.24	highest	4.64	0.24	highest

According to table 4.15, The adaptability of strategies for improving management strategies of work stress for academic staffs in Guangxi public universities in five aspects were at highest level with the values between 4.57 and 4.86, which means the strategies for improving the management Strategies of work stress for academic staffs in Guangxi public universities are adaptability. The feasibility of strategies for improving management strategies of work stress for academic staffs in Guangxi public universities in five aspects were at highest level with the values between 4.61 and 4.71, which means the strategies for improving the management strategies of work stress for academic staffs in Guangxi public universities are feasibility.

Chapter 5

Conclusion Discussion and Recommendations

The aims of the present study include: 1.To study the current situation of academic staff's work stress in Guangxi public universities. 2. To study the difference of academic staff's work stress in Guangxi public universities. 3. To evaluate the strategies of academic staff's work stress in Guangxi Public Universities. The sample group of this study is the academic staff in Guangxi public universities. The interview group consisted of 10 administrators and academic staff. The research methods were literature analysis, structured interview and questionnaire survey. The statistics for analyzing the data are percentage, mean, and standard deviation.

The details are as follows.

Conclusion

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

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

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

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

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

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

management” “Career development”, followed by “Psychological reactions”, and “Personal factor” was the lowest level.

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

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

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

Workload dimension is above the medium level. Considering the results of this research aspects ranged from the highest to lowest level were follow: “I spend as more time preparing lessons”“Organize and participate in more extracurricular activities” “The number of students in charge is large”, followed More class by hours per week, and Heavy scientific research task was the lowest level.

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

Personal factor dimension is at a low level. Taking into account the results of this study, from highest to lowest levels are as follows: "Lack of teaching experience," "Poor psychological endurance," "Have high expectations for your own

achievements ", followed by "Love to withdraw when encountering difficulties", and "Insufficient professional knowledge and skills" is the lowest levels.

Organization management dimension is medium to lower level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: "Managers can't provide timely, meticulous and effective services" "Less opportunities to participate in school decision-making" "The appraisal system is unreasonable" "Because of the lack of pre-employment training, I don't know some management systems of the school" "Lack of communication opportunities with colleagues and students", followed by the employment system is imperfect, and I can't get timely teaching feedback is the lowest.

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

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

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

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

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

research management level, 4 measures for supporting the personnel management level, and 2 measures for supporting Logistics management level.

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

improve the quality of recruitment. (1) Improve the appointment procedures, and carefully examine the qualifications of academic personnel in universities. (2) Psychological tests should be carried out on academic staff in universities to eliminate personal trait stressors. (3) Vigorously develop intermediary organizations and broaden the channels for academic staff recruitment in universities. (4) Establish and improve the pre-service training system for academic personnel in universities.

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

Teaching management level strategy consisted of 4 measures: 1. Adjust the teaching workload to keep the working stress of academic staff at a moderate level. 2. Improve the teaching supervision system to promote the positive work stress of academic staff. (1) Clarify the rights and responsibilities of the departments hiring and using academic staff in universities and eliminate the "vacuum" of management. (2) Formulate the teaching management system for academic staff in universities, and strengthen the constraints on academic staff in universities. First, through the

establishment of the system, the responsibilities of academic staff are clarified and the teaching objectives are proposed. Secondly, the teaching situation of academic staff should be checked regularly and targeted guidance should be given, so as to comprehensively grasp and understand the teaching progress and teaching quality of academic staff. Third, the establishment of academic staff teaching evaluation system. Evaluation is also a key link to check the employment benefits.

3. Establish a teaching discussion mechanism to accelerate the speed of academic staff's teaching adaptation. First, academic staff are invited to participate in teaching and research activities organized by the second-level colleges on a regular basis to discuss problems existing in teaching. They can prepare lessons together, write lesson plans together, or teach together in class. Schools should organize academic lectures and other teaching and research activities according to the academic staff's professional strengths, and invite them to hold regular teaching and discussion activities. These activities can help the academic staff to grow and progress together and learn from each other, so as to accelerate the adaptability of the academic staff to teaching. Second, timely feedback should be given to the teaching information. The feedback of students and academic staffs is conducive to the school's arrangement of various activities and the communication between teaching and life.

4. Improve the teaching environment and reduce the negative work stress of academic staff in universities. First, the class size should be controlled within a reasonable range. Too many class members are not conducive to the interaction between academic staffs and students and between students, so the class size can be controlled to an appropriate degree and the teaching effect can be guaranteed. Second, teaching facilities need to be improved. Many academic staff like to use modern equipment for teaching. Multimedia classrooms in many universities are often limited to showing slides, which cannot meet their requirements. Schools should improve teaching equipment if they have the ability. Thirdly, the selection of appropriate teaching materials. There are many kinds of similar teaching materials, and some academic staff cannot grasp the selection of teaching materials for the first time. The relevant departments of the university will provide appropriate help

and guidance in the selection of textbooks at the initial stage of hiring academic staff.

Research management level strategy consisted of 3 measures: 1. Improve the scientific research management system of academic staff in universities. 2. Reasonable allocation of scientific research workload and regulation of scientific research workload of academic staff in universities. 3. Improve scientific research conditions and eliminate sources of negative work stress for academic staff in universities. First, increase the funding for scientific research under the conditions of the school funds. Scientific research cannot be carried out without strong financial support. Second, to buy advanced experimental equipment or establish a first-class laboratory. For science and technology disciplines, it is difficult to create patented scientific research results without advanced experimental equipment and laboratories. Therefore, it is necessary to strengthen efforts to improve experimental equipment and experimental sites. Third, improve the office equipment, create a comfortable office environment. Creating a good scientific research environment for academic staff, so that they can reduce the worry of insufficient scientific research conditions, can devote their energy to scientific research work, and then improve the scientific research performance and employment benefits.

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

development of academic staff in universities to alleviate their growth concerns. (1) To help academic staff clarify their career plans. (2) Help academic staff's career development. 4. Implement psychological assistance program to improve academic staff's ability to cope with work stress.

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

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

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

Discussion

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

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

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

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

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

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

Physiological responses dimension is above the medium level. This is due to the fact that unlike the psychological response dimension, the behavioral response dimension is easier to observe and measure. When the work stress reaches a certain level, the individual will first have physiological performance, the most common physiological reaction is headache, insomnia, chest tightness, tinnitus, easy fatigue, memory loss and other symptoms. In a conversation with three academic personnel, I learned that they are prone to insomnia when they are anxious, because they are always thinking about how to make students learn the course as soon as possible, or how to break through scientific research problems and other issues, and their hearts are full of worry, so it is difficult to fall asleep. Both Zhang and Li had headaches,

chest tightness and tinnitus, but they were all accidental. Professor Liu admitted that he did not have these symptoms, but he felt easy to fatigue for a long time (Interviewee 9, Zhang. 2022, p.77), which may be related to long-term mental work, nerves have been in a state of tension, making the body slightly tired, whenever this time, he found a suitable way to relax, and then can alleviate a lot. Mr. Zhang said that his memory has not been very good, than when young memory decline some, but this is a natural physiological phenomenon of human beings, this half year did not find a significant change in memory, he said that his most obvious physiological response is easy to fatigue, the reason may be his work load is a bit large, Monday to Friday an average of four classes a day, I have to attend about two meetings a week and prepare classes in the evening, so I work more than 35 hours a week, so I often feel tired and do not want to do anything else when I return to the bedroom. Sometimes I do not want to clean, I just want to lie in bed and have a good rest. From the physiological response of the three academic staff, the heavy work load brought them a certain amount of work stress, so that they often feel tired, and other aspects of the physiological response is not often appeared, which proves that the overall work stress response is not very strong.

Workload dimension is above the medium level. This is due to the fact that the academic staff in universities bear a large workload, the most important of which is the teaching and research workload. Take teaching work as an example, for teacher Zhang who is engaged in the basic teaching of public courses and Teacher Li who is engaged in the teaching of professional basic courses, they often need to face the stress of teaching work. The number of class hours of the two academic staffs is more than that of the teaching-oriented and research-oriented academic staffs, and the teaching-oriented academic staffs are generally about 20 class hours per week, or even more. In addition to the large number of classes, classes take up most of the time, class preparation is also another burden for academic staffs, Teacher Zhang needs to spare two hours every night to prepare lessons (Interviewee 7, Li. 2022, p.75). Mr. Liu has a small number of class hours, only 6 class hours per week, and he only needs to write a lesson plan. Although the number of students in the class is large, he is more relaxed than Mr. Li in terms of class preparation workload and class

hours, but he also has special stress. The second is the difficulty of teaching the course, worrying about whether the students' test scores can reach the standard. Professor Liu needs to complete the assessment of scientific research tasks every year, including the establishment of scientific research projects, the publication of high-quality papers, invention patents, etc (Interviewee 10, Liu. 2022, p.78). Among the three academic staff, he has the greatest stress in scientific research work. According to the interview, he has a very tight schedule every day, arriving at the laboratory at 8 o'clock in the morning, spending one hour on lunch and one hour on dinner, and one hour on exercise. He continued to work after dinner until 10 p.m., and often went to the lab on weekends. Judging from the work load, Professor Liu's scientific research stress is indeed great. In contrast, teachers Zhang and Li have little stress in scientific research.

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

Salary load dimension is medium to lower level. This is due to the fact that although material pursuit is not the first thing for academic staff in universities, but it is necessary to ensure and improve life. During the interview, it is found that the

salary of teaching academic staff is relatively the lowest, generally about 5,000 yuan/month, the salary of teaching and research academic staff is generally about 8,000 yuan/month, and the salary of scientific research academic staff is the highest, generally more than 10,000 yuan/month. From Teacher Zhang's interview, we can feel the stress brought by the lower salary to the teaching academic staff. Mr. Zhang usually cooks meals in the school restaurant and himself. Only when he receives friends or is invited will he go to high-end restaurants outside the school. When talking about whether he often goes to dinner outside the school, Mr. Zhang said: "I can't afford it." (Interviewee 5, Zhang. 2022, p.74) The different purpose of academic staff working in universities will also affect their salary stress. Some academic staff work in universities to make more money, but find that the salary is not high, and they lack the means and energy to do part-time works, so they feel the economic stress becomes greater. Some academic staff work in universities mainly to enjoy the benefits of holidays, perhaps because the family economic situation is very good, do not need to support the family, this part of the academic staff do not feel too much economic stress. Zhang obviously needs to send some money to his family every month. In the interview, Zhang said that "his parents work in their hometown, their income is limited, and they are sick and unhealthy, and they need financial support.". In the conversation with Liu, he believes that there is no stress on economic income, mainly because his salary is relatively high, his parents are in a better financial situation, there is no additional burden, it can be said that there is almost no economic stress (Interviewee 10, Liu. 2022, p.78).

Interpersonal load responses dimension is medium to lower level. This is due to the fact that the individual to a strange environment, role change needs to carry out a process of adaptation, in this process will produce some troubles, and even stress. The process of academic staff integrating into university organizations and local social life will produce stress, and the experience of academic staff and relevant measures of universities will affect their speed of adaptation. Cross-role dimension is medium to lower level. This is because the work stress Obviously, some aspects of Teacher Zhang is still in the process of adaptation, he has few friends, in addition to the class and students to communicate and interact, basically

are alone, in general, he has not integrated into the university group. Li is introverted and always seems to be out of place (Interviewee 5, Zhang. 2022, p.75). Ms. Liu gets along well with her colleagues and can communicate well with them. Besides, she is cheerful and has many friends (Interviewee 10, Liu. 2022, p.79). However, in general, the three academic staff have problems of cross-role interpersonal relationship stress, but the work stress in this aspect is different. On the one hand, it is related to their own personality and the working environment. On the other hand, it also has a close relationship with the academic staff management of the school. It is found that the activities of trade unions in most universities are relatively small. Activities are the main means to promote the communication between individuals in the organization, and the lack of activities makes the academic staff slowly integrate into the school organization. Therefore, although Teacher Zhang has been working in the university for nearly two years, he often feels lonely, and this loneliness often transforms into a kind of interpersonal communication stress, affecting the work efficiency of academic staff.

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

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

Career development dimension is medium to lower level. This is because of the objective reasons such as the strong mobility of academic staff in Chinese universities, universities have done little in the career development of academic staff, and more attention is paid to talent introduction. Mr. Zhang is a person who received higher normal education, and has a solid basic knowledge in psychology, pedagogy and other aspects. His professional knowledge, professional ability and

professional quality have been unanimously recognized by colleagues and students. But Zhang doesn't think that's enough. "I don't have formal and complete training when I come to work at a university," he complains. "I need to know about students' learning habits, so I can make it easier for them. In addition to his dissatisfaction with the lack of formal training, Zhang was unhappy that he had some good suggestions for teaching reform and school management but had no place to submit them. He had raised the issue with familiar administrators, but had not seen any changes in teaching and management (Interviewee 3, Zhang. 2022, p.73). In addition to these same demands with teacher Zhang, Teacher Li is also very concerned about his own title, the promotion of lecturer title has been good for 7 years, in line with the qualifications of associate professor, participated in two reviews, are rated as associate professor title, feel greater stress (Interviewee 7, Zhang. 2022, p.77).

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

Personal factor dimension is at a low level. This is because personal expectations and other personality factors are also important factors affecting work stress, too high expectations and reality can not meet the expectations, will make

personal work stress increase. The purpose of academic staff working in universities, work attitude, personal expectations of their own will affect the size of work stress, serious work attitude, high personal expectations of people, the level of work stress is higher, this work stress is often converted into work motivation, can improve work efficiency. However, if this work stress is too large, it will also lead to the occurrence of some adverse work stress reactions, and even reduce work efficiency.

Part 2: The management strategies for improving the work stress of academic staffs in Guangxi public universities.

The strategies for improving the work stress of academic staffs in Guangxi public universities contain five aspects, Employment management level strategy, Teaching management level strategy, Research management level strategy, The personnel management level strategy and Logistics management level strategy. This is because these five aspects are the most representative aspects affecting academic staffs' work stress, covering all seven dimensions of work stressors and three dimensions of work stress response.

Employment management level strategy. According to the theory of bifactors, the influence factors of the management surface are basically health care factors, and the stress caused is basically the stress of negative work. The complement to these health factors is the removal of the stress sources for the negative stress. This study has given a targeted management strategy from the four sides, which is the idea of changing management, and relocating the academic personnel in the university. It is not appropriate to make the management of the academic staff and the employment management of the ordinary person as an ordinary person. It should relocate the management and recruitment of academic personnel, form the management of its own characteristics and advantages, and adapt to the changes of The times and the international situation. The concrete improvement is as follows: full of meet the needs of the hired, can relax some hard conditions when necessary, according to the professional construction, discipline development, scientific research and so on, in the talents introduction of the talents. We will reform the compensation policies of academic people in universities and

improve the treatment of the employees. According to the survey statistics, the low salary treatment is one of the main stress sources of academic personnel in universities, and the existence of this work stress source can only cause the dissatisfaction of the academic people, form a certain stress, resulting in the lack of work and poor work, so the stress caused by this stress source is the negative stress and should be eliminated as much as possible. The university personnel management department should make a detailed survey of the academic personnel of the university, and identify the opinions that they have in the treatment of the workers, organize these opinions, report to the leading leaders, and propose Suggestions for the modification of the academic personnel's wage and salary. Avoid the occurrence of the salaries of administrative staff in general higher than the academic personnel, and keep the wages of the academic staff and the price level of the increase in the basic synchronization. Wages are the main source of income for academic people, and wages are the main basis for ensuring their survival, solving their survival problems, and the stress of their lives will be smaller, and they will be able to devote themselves to work. Universities should increase the allowances and bonuses of academics in the financial and financial areas. For most academic people, the school can increase the salary treatment of academic personnel by increasing the way of the campus allowance because of the lack of satisfactory and negative stress on the work of the workers. We will standardize the application of academic personnel in colleges and universities, and expand channels to improve the quality of our hiring. We will improve the employment process, carefully review the employment of academic personnel in universities, and adhere to the principle of "taking my priority, rather than forfeit", strictly following the school's hiring procedure. In order to eliminate the individual trait stress source, the final psychological test is required by the relevant academic personnel to conduct the material review, and the final psychological test is required, mainly through such tests to understand the characteristics of the personality, the principle of maintaining the cautious employment of the academic staff who have the type a character, the tenacity low, the self-efficacy, the pessimism and the low control. In many ways, it is necessary to expand the way of the market, and it will be necessary to develop the

organization of the organization, such as the university talent network of the university academic personnel. To establish and improve the pre-training system of academic personnel in colleges and universities, and to establish the purpose of training before the post, but also to conduct some theoretical education, teaching methods and teaching methods for the academic personnel, and help the academic personnel to understand the connotation, characteristics and development rules of the development of education teaching in universities, and improve their teaching quality and teaching ability. To develop the plan of pre-training training of academic personnel in colleges and universities, and to study the various management rules and systems of the university and the university. To help the academic personnel to be familiar with teaching and living environment; The histological personnel listen to the classroom, the rich teaching method; Encourage academic staff to learn and master the use of classroom multimedia operating technology; For the writing of academic staff and the process of the first preparation course, the academic staff will be taught, the time will be given in time and so on.

Teaching management level strategy. According to Helberg's two-factor theory, teaching work belongs to the factors of work itself, while the stressors caused by teaching belong to the motivating factors, that is, it has the characteristics of promoting and improving individual work enthusiasm. According to the theory of work stress, the stress caused by teaching work stressors can be both positive and negative. Therefore, the stress caused by teaching management has two sides, so it is necessary to adopt targeted management strategies. 1. Adjust the teaching workload to keep the work stress of academic staff in universities at a moderate level. According to the relationship theory between work stress and work performance, too little work stress is not conducive to the mobilization of personal work enthusiasm, too much work stress may inhibit the arousal of work enthusiasm, moderate work stress is the highest level of personal work enthusiasm. According to this principle, the teaching workload should be kept at a relatively moderate level, which is the most ideal state pursued by teaching management. For teaching academic staff, the main teaching load comes from the number of hours, and we are used to using weekly hours as a unit of measurement. Therefore, it is the first

countermeasure to adjust the teaching workload to make the appropriate weekly class hours. 2. Improve the teaching supervision system to promote the positive work stress of academic staff. For the establishment of the teaching monitoring system, first of all, it is necessary to specify the responsibilities, rights and obligations of both parties in the content of the academic staff employment contract, for example, to specify the content of teaching in the contract; Secondly, establish the system of teaching assessment system, listening system, lesson preparation and inspection system, student questionnaire evaluation system, teaching performance evaluation system and reward and punishment and elimination system; Finally, the process and results of monitoring, assessment and assessment should be treated fairly, and the results should be fed back to the academic staff themselves, and the academic staff should summarize and reflect on the results in time to improve the teaching quality together. Clarify the powers and responsibilities of the departments that employ and employ academic staff in universities, eliminate the "vacuum" of management, formulate the teaching management system of academic staff in universities, and strengthen the constraints on academic staff in universities. Through the establishment of the system, the responsibilities of academic staff are clarified and the teaching objectives are put forward. The teaching situation of academic staff should be checked regularly and targeted guidance should be given, so as to fully grasp and understand the teaching progress and teaching quality of academic staff. Establish a teaching evaluation system for academic staff. 3. Establish a teaching discussion mechanism to accelerate the speed of academic staff's teaching adaptation. Academic staff are invited to regularly participate in teaching and research activities organized by secondary colleges to discuss problems in teaching and timely feedback on teaching information. 4. Improve the teaching environment and reduce the negative work stress of academic staff in universities. Creating good teaching conditions is also one of the ways to reduce the negative work stress of academic staff. Class sizes should be kept within a reasonable range, teaching facilities should be improved, and help and guidance should be given in the selection of suitable teaching materials.

Research management level strategy are as follows: 1. Improve the scientific research management system of academic personnel in universities. Scientific research is one of the basic functions of universities, and scientific research performance is also the main index of professional title promotion. It is obviously not scientific and complete enough to conduct scientific research management for academic personnel in universities only by contract management, so a scientific research management system for academic personnel should be established at the school level. The scientific research management system for academic staff is mainly led by the scientific research management department of the university. The contents of the scientific research management system mainly include: explaining the scientific research objectives and tasks to academic staff before hiring, so as to avoid conflicts due to unclear rights and responsibilities; For the investment and use of scientific research funds, academic staff should have a very detailed budget when applying for scientific research funds, which can only be allocated after the review of relevant departments of the university. Detailed audit should be carried out on the use of scientific research funds. The use and maintenance of scientific research equipment should stipulate how academic personnel can use the scientific research equipment provided by the university, can not take or lend it at will, and can not be used for research projects outside the scientific research task, and propose punitive measures for intentionally damaging the scientific research equipment; A scientific research evaluation mechanism should be established, the evaluation results should be timely fed back to academic staff, so that they can make reference to the evaluation results in their work, and the evaluation indicators should be designed reasonably. Neither quantitative evaluation nor qualitative evaluation should be carried out completely, but quantitative evaluation and qualitative evaluation should be combined to avoid excessive stress on academic staff in scientific research. It is also necessary to carry out a certain degree of regulation, so that they feel a certain degree of scientific research stress. 2. Reasonable allocation of scientific research workload and regulation of scientific research workload of academic staff in and universities. As China's scientific research management has been heavy on quantity and light on quality for many years, the scientific research

management of academic staff will also be affected by this concept, often stipulating in the employment contract how many scientific research projects should be completed and how many high-quality papers should be published in each employment period. This kind of regulation ignoring the difficulty and quality of scientific research projects will often increase the scientific research burden of academic staff, make them produce greater stress, and affect the improvement of scientific research performance. Scientific research management departments should have a deep understanding and analysis of scientific research projects, and assign scientific research tasks according to the amount of labor needed to complete each scientific research project, which is conducive to balancing the scientific research workload of academic personnel and keeping the scientific research stress at a moderate level. Of course, after careful evaluation, it is found that some academic staff's scientific research workload is insufficient, so they should increase their scientific research workload by hosting academic lectures, participating in academic exchanges and other activities, and moderately increase the stress of scientific research work in order to arouse their enthusiasm for work. 3. Improve the conditions of scientific research, eliminate the sources of negative work stress for academic staff in universities, and increase the capital investment in scientific research work under the conditions of school funding. Add advanced experimental equipment or establish first-class laboratories. For science and technology disciplines, without advanced experimental equipment and laboratories, it is difficult to create patented scientific research results. Improve office equipment and create a comfortable office environment. To create a good scientific research environment for academic staff, so that they reduce the worry of insufficient scientific research conditions, can devote their energy to scientific research work, and then improve scientific research performance and employment efficiency.

Personnel management level strategy include: 1. Improve personnel management system and improve service level. Establish a "people-oriented" management concept to help academic staff adapt to the new environment as soon as possible. 2. Improve the evaluation system for academic staff in universities, and control the stress sources of evaluation work. Establish a series of evaluation system

to increase the enthusiasm of academic staff working stress; Adopt reasonable evaluation mode to eliminate the sense of unfairness of academic personnel in universities; Improve the evaluation indicators, increase the mandatory effectiveness of the evaluation system for academic personnel in universities, determine the weight of each indicator according to the value of different indicators in the evaluation and employment efficiency, formulate simple and feasible indicators to facilitate the final quantitative statistics and qualitative analysis, and adopt different indicators and index weights according to the different development stages of academic personnel and different tasks; Do a good job in the implementation of the evaluation system for academic personnel in universities, and improve the binding force of evaluation activities; Timely feedback of the assessment results to alleviate the confusion of academic staff. 3. Take care of the career development of academic staff in universities to alleviate their worries about growth. Help academic staff to clarify their career plans and facilitate their career development. 4. Implement psychological assistance programs to enhance academic staff's ability to cope with work stress. Matters to be noted include the support of leaders, the establishment of relevant institutions and the allocation of professional personnel; The contents, ways and methods of EAP implementation and the matters that should be paid attention to in the process of EAP implementation.

Logistics management level strategy are as follows: 1. Establishing logistics service management system of academic staff in universities. The clear responsibility needs to rely on the system to standardize, at the same time, the system is the guarantee of work efficiency, therefore, to do a good job in the logistics service of academic staff, we must first establish a standardized logistics management system. The content of academic personnel logistics management system should include four parts: main person in charge, business acceptance personnel, the basic principle of academic personnel logistics service, and the basic scope of academic personnel logistics service. 2. Cultivate the service consciousness of logistics staff and improve the quality of logistics service. Staff in the back office are regularly trained to enhance their sense of service and reduce discontent among academic staff. First of all, in terms of diet, a separate canteen or window for academic staff should be set

up to diversify the diet choices and solve their dietary problems according to the living customs of different academic staff. Secondly, in the accommodation arrangement, if conditions allow, as far as possible to do one room. Thirdly, for the academic staff who have just arrived at the post, send someone to accompany them and get familiar with the surrounding environment of the school to help them get familiar with the living environment as soon as possible; Finally, to the academic staff's purchase and maintenance applications, as long as they meet the school regulations, to respond in a timely manner, enhance the awareness of efficiency.

Part 3: The adaptability and feasibility of management strategies for improving the work stress of academic staffs in Guangxi public universities.

Employment management level strategy is at its highest level, this is because the existing employment management system problems are mainly 1. The hiring process was inadequate. The hiring process of academic staff is mainly structured interview, the trial lecture is about ten minutes, and the existing articles and topics are reviewed in terms of scientific research. The method is relatively simple and cannot fully understand the situation of academic staff. 2. There are obvious differences in salary and treatment. Post performance pay is composed of basic pay, performance pay and subsidy. There is little difference in basic salary, but there is a big difference in performance salary and allowances and subsidies. Performance salary is higher in Nanning City, Liuzhou City and Guilin City with better financial situation, and relatively lower in other cities. The performance salary of research-oriented universities and teaching-oriented universities is higher, while that of teaching-oriented universities is relatively lower. 3. In terms of management, emphasis is placed on introduction rather than training. The pre-work training time for new academic staff is relatively short, mostly about one week. The training content is mostly in the form, and the management system, career development and other specific content related to the academic staff are missing. The Employment management level strategy effectively and comprehensively covers the key aspects of employment management.

Teaching management level strategy is at its highest level, Because of Teaching management level strategy is at its highest level, because of: First, the impact of academic staff teaching workload is mainly determined by the teacher-student ratio between the number of academic staff and the number of students in the school. The person in charge of the personnel department of a university reflected that the teaching tasks of academic staff could be reduced if the student-teacher ratio 18:1 requirement of the Ministry of education was strictly followed. The actual situation is that some full-time academic staff actually do not work on the job and are transferred to administrative posts. If the school employs a specified number of full-time academic staff, the teaching tasks of academic staff can be reduced. Then the teaching task of each academic staff is not very big, the work is relatively easy, and the stress is naturally not large. The second is the impact brought by the perfection of the daily teaching supervision system of academic staff in universities. Strict teaching process management will increase the work stress on academic staffs, and the teaching effect may be improved. On the contrary, relaxed teaching process management will exert less stress on academic staffs, and the teaching effect may become unsatisfactory. The more complete the supervision system, the greater the stress felt by the academic staff, while the less perfect the supervision system, the less stress felt by the academic staff. The third is the impact of the sound teaching discussion mechanism of academic staff in universities. It is found in the interview that the teaching experience exchange mechanism among academic staff is generally incomplete in universities. The common practice in universities is to specify the number of lectures attended by academic staff, and the supervision and assessment of the lectures are only recorded in the lecture record book, and the supervision of the process is almost accurate. Management loopholes lead to some academic staff pay no attention to the work of listening to lectures, there are only listening to lectures without communication, and even falsification of listening records. It is necessary for academic staff to conduct regular teaching and discussion mechanisms. If the problems encountered by academic staff in the teaching process are not solved in a timely and effective manner, they will develop into anxiety, which becomes an invisible stress. Therefore, whether an effective teaching discussion and

exchange mechanism is established will also affect the degree of cross-role teaching stress of academic staff. The teaching management level strategy effectively and comprehensively covers the key aspects of teaching management.

The research management level strategy are at the highest level, because the most important feature of the scientific research management system in Chinese universities is quantitative management, and the assessment results are directly linked to professional title promotion, salary and career development. Institutional problems such as excessive quantification of scientific research and short assessment cycle will more or less bring different stress to academic personnel. The problem of the existing scientific research management system is that the academic staff may have a great deal of inadaptation to such scientific research management regulations, which will increase the stress of scientific research work, beyond the appropriate level, and hinder the improvement of scientific research efficiency. The workload of scientific research mainly consists of the quantity and quality of scientific research work, and the quantity and quality of scientific research work will affect the workload. Although high-level academic staff do have high attainments in a certain subject area, it does not mean that they can produce high output of scientific research results every year, such work stress is indeed not small for them. In addition, the scientific research environment is also a very important influencing factor, and there is no advanced laboratory equipment, scientific research platform suitable for academic personnel to carry out scientific research work and other conditions, which is a matter of deep distress for scientific research personnel. There is a significant gap between Guangxi public universities and domestic first-class universities in terms of first-class laboratory and first-class management experience, and it is difficult to meet the needs of academic experts. This difference in scientific research conditions often leads to dissatisfaction and anxiety among academic staff, which increases their work stress. The research management level strategy effectively and comprehensively covers the key aspects of research management.

The personnel management level strategies are at the highest level, because of the main problems in personnel management include the imperfection of the evaluation system for academic staff, the shortage of career development

opportunities for academic staff, the absence of psychological assistance programs for academic staff, and the concept and quality of academic staff management personnel to be improved. The personnel management level strategy effectively and comprehensively covers the key aspects of personnel management.

Logistics management level strategies are at the highest level, Because of the problems existing in logistics management, such as the rigidity, lag and randomness of logistics management system will put stress on academic personnel in universities. In addition, the quality and service consciousness of the logistics staff in universities still have great room for improvement. In most universities, the composition of the logistics staff is more complex, there are leaders of the logistics department and office personnel, there are many workers who do specific technical work, some of these workers have high education, but most of them are not high education and understand some technical knowledge. Most academic staff pay more attention to efficiency, and some support staff's work efficiency and service consciousness often cause their dissatisfaction. The logistics management level strategy effectively and comprehensively covers the key aspects of logistics management.

Recommendations

Implications

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

First, personnel management departments in universities should regularly measure the working stress of academic staff, analyze and distinguish the nature of working stress. The personnel management department of universities regularly issues questionnaires and symposiums to understand the work stress of academic staff in the university, and distinguishes the degree and nature of work stress by indicators such as work stress response and work efficiency of academic staff. According to previous studies, insufficient work stress and excessive work stress will

reduce work efficiency; negative work stress will reduce work efficiency; positive work stress will improve work efficiency when it is moderate; when it is too high, it will turn into negative stress and reduce work efficiency. Therefore, it is the starting point to measure the current situation of work stress of academic staff in universities.

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

Third, according to the source and current situation of work stress of academic staff, each administrative department of the university reviews the work content and responsibilities of the department and takes corresponding management measures. Sources of work stress that may produce negative work stress should be eliminated through employment management, teaching management, scientific research management, personnel management and logistics management to achieve the goal of eliminating or reducing as far as possible. For example, in the hiring management by improving the salary and welfare benefits of academic staff, strict hiring procedures to hire high-quality academic staff, in teaching management to strengthen teaching discussion, in scientific research management to improve scientific research conditions, in personnel management to improve the training system, professional title promotion system, in logistics management to improve the quality of logistics personnel, improve the quality of service and so on. For academic staff in universities with high work stress, in addition to the measures listed above to reduce negative work stress, they should also take measures to reduce the negative work stress transformed from positive work stress, such as changing the workload in teaching management and scientific research management to reduce the work stress brought by work load. By improving the management system, reduce the work stress caused by unreasonable system. For the academic

heat source in universities with less working stress, measures to increase their positive working stress should be taken. For example, in teaching management, moderately increase the workload, develop a perfect assessment system; In the scientific research management, improve the scientific research assessment system, increase the scientific research workload; In the personnel management, the establishment of a perfect evaluation system, strengthen the academic personnel system binding force and so on.

Future Researches

The research of this paper on the theory and management strategy of work stress of academic staff in universities can provide useful reference for future related research, which is mainly reflected in the following aspects:

1. Provide reference for relevant research on work stress measurement.

The measurement of working stress is based on the framework understanding of working stress. The results of sampling survey on the stress degree of academic staff in universities vary greatly in China. The main reason is the lack of effectiveness of the measurement tools used and the lack of accuracy of the measurement methods. The evaluation of the effect of stress intervention at home and abroad is mostly empirical, and there is a lack of effective measurement tools. The research tools constructed in this paper can provide reference for relevant researchers.

2. To provide reference for further exploration of the mechanism of work stress.

Work stress is a framework concept, and its action process is affected by many buffer variables such as personality characteristics, self-efficacy, organizational support, coping strategies, etc. In fact, no matter the stress stimulation theory, inhibition theory or inverted U-shaped theory, the mechanism of work stress is not opened up. On the basis of classifying different types and different nature of work stress sources, it can be applied to all kinds of work stress. The research on buffer effect, intermediary effect and interaction effect of influencing variables in the process of work stress is still the focus of the research on the mechanism of work

stress. The research in this paper can provide reference for further exploring the mechanism of work stress.

3. Provide useful supplement and reference for research in related theoretical fields

At present, in China's cultural background, the understanding and research on work stress are still more negative. Managers tend to think that stress belongs to employees' personal problems, and the generation of stress comes from employees' lack of ability, not aggressive enough or low psychological ability, and the relief of stress must be borne by employees themselves. In fact, work stress has complex attributes. In addition to the harm to personal physical and mental health, appropriate stress is also the motivation for work, and has an important role in promoting work performance. Focusing on the positive side of psychological research has become a new trend in psychological research. How to find out the background and pattern of positive stress and how to keep academic staff and school organizations at an optimal level of stress, this study can provide useful reference for the related research of positive stress.

Based on the review of existing literature and qualitative interviews, this study defines the concept of work stress for academic staff in universities, and conducts a detailed and in-depth exploration on the status quo, structure and influence mechanism of work stress to deepen people's understanding of the attributes and mechanism of work stress, enrich the research theory of work stress for academic staff in universities, and broaden the application field of education management research. It can provide useful supplement and reference for academic staff's work stress research and management, career planning and counseling, psychological counseling and other theoretical fields.

4. Provide reference for policy formulation, internal management reform and improvement of university management efficiency

At present, China is in a period of rapid development of education transition. With the popularization of higher education, the in-depth reform of personnel distribution system in colleges and universities, as well as the introduction of various assessment standards, the problem of excessive stress on academic personnel in

universities has become increasingly prominent, but the work performance has not improved significantly. Theoretically, there may be no mistake in the system design, but people's characteristics of "limited rationality", "utility maximization" and "opportunistic tendency" may decide to act according to their actual behavior trend rather than the requirements of the system, so that the system cannot be started under the drive of human behavior, and eventually lead to poor performance or even failure of the system. This paper studies the source of work stress from the perspective of system and explores the system performance from the perspective of work stress, providing references for the government to reform the higher education system and formulate corresponding policies and regulations, as well as for the reform of the internal management system and operation mechanism of universities. The classified management strategy and management model proposed in this study can provide useful reference for university administrators and researchers on related issues, and provide reference for improving the efficiency of university management

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Appendixes

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification



Ref. No. 0643.14/ 859

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request letter for instrument validation

Dear Professor Dr. Li Guanghai, Guangxi Normal University

Attachment 1 questionnaire

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 800

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request letter for instrument validation

Dear Professor Dr. Zhang Feng, HeZhou University

Attachment 1 questionnaire

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
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In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/

861



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request letter for instrument validation

Dear Professor Dr. Hu Yuefang, HeZhou University

Attachment 1 questionnaire

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
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| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 862

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request letter for instrument validation

Dear Professor Dr. Ma Huanling, Guangxi Normal University

Attachment 1 questionnaire

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 863

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request letter for instrument validation

Dear Professor Dr. Zhang Baishun, HeZhou University

Attachment 1 questionnaire

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Appendix B
Official Letter

Ref. No. 0643.14/ 864



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 865



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University of Science and Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 866



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guilin University of Electronic Science and Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 867

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guilin University of Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ ๘๘๘

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

๗ August 2023

Subject Request for data collection

Dear President of Guangxi Medical University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 869



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Youjiang Medical University for Nationalities

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 870



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi university of Chinese medicine

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 871



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guilin Medical University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 872



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi Normal University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 873



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Nanning Normal University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 874



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi Normal University for Nationalities

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 875



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Hechi university

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ ๘๗๗



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

๗ August 2023

Subject Request for data collection

Dear President of Guangxi Art University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
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| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 876



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Yulin Normal University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 878



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University for Nationalities

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
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| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 879



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Baise University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 880



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Wuzhou University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 881



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi Normal University of Science and Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

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Ref. No. 0643.14/ 882

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University of Finance and Economics

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

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Ref. No. 0643.14/ 883



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Beibu Gulf University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

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Ref. No. 0643.14/ 884

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guilin University of Aerospace Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

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Dean of Graduate school
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Ref. No. 0643.14/ 885

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guilin University of Tourism

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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Ref. No. 0643.14/ 886

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Hezhou University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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Dean of Graduate school
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Ref. No. 0643.14/ 887

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi Police University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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Sincerely,

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Dean of Graduate school
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Ref. No. 0643.14/ 888



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

Y August 2023

Subject Request for data collection

Dear President of Guangxi Agricultural Vocational and Technical University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
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| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

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(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
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Ref. No. 0643.14/ 889



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi Vocational Normal University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mr. Pan Changliang with student code 6373104106, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities". The thesis committee is as follows:

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(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
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Appendix C
Research Instrument

1. Interview Outline of Guangxi Public Universities Academic staff

1. Which university do you teach in? How many years have you been teaching? Were you a teacher before you came to school?
2. Which courses do you teach? Which courses are taught for the first time?
3. Are you satisfied with your current income? Can it satisfy your consumption?
4. If you are ill, does the medical expenses that you have to bear weigh heavily on you?
5. Do you need to undertake other tasks besides teaching (scientific research)?
6. How many hours do you have to work every day to complete teaching, scientific research and other tasks? Does this workload make you feel relaxed or nervous?
7. After work, do you often have dinner or go shopping with friends, colleagues or students?
8. Do you have much contact with colleagues or students? (If there are few answers, ask why)
9. Does the school often provide you with training opportunities? Do you think this kind of training is valuable?
10. Have you given any management advice to the school? Did the leader take your suggestion?
11. Are the students interested in the courses you teach? Are they willing to communicate with you?
12. What is your job title? Is the promotion of professional title stressful for you?
13. Does the college often invite you to attend teaching or research meetings? Would you like to participate?
14. Do you often participate in activities organized by the school?
15. Are you satisfied with the life service provided by the school?
16. Do you often have headaches, tinnitus, memory loss, anxiety, temper tantrums and other symptoms?
17. Have you ever experienced anxiety? What causes your worry or anxiety?
18. Have you ever been reluctant to go to work?
19. Are you satisfied with your work?
20. What management rules and regulations do you think need to be improved?
21. Is your communication with the management smooth? Is the cooperation pleasant?
22. Please tell me what is the problem that often bothers you?

2. Interview Outline of Guangxi Public Universities Managers

1. How many full-time teachers, teaching-oriented teachers and research-oriented teachers are there in your school?
2. How many teachers worked as teachers before coming to school, how many engaged in other occupations, and how many teachers directly came to school after graduation?
3. What are the main ways for your school to employ teachers?
4. What is the monthly salary of a teacher? Do you think their consumption stress is high?
5. What benefits can teachers enjoy? Are they satisfied with the welfare provided by the school?
6. Do you think teachers have a heavy workload?
7. What teacher management system does your school have? Do teachers agree with these management systems?
8. How does your school assess teachers? Is the assessment result objective? In general, what is the excellent rate?
9. Do all teachers have scientific research tasks? How are their scientific research tasks done?
10. Do teachers in your school have their own offices or office seats?
11. Has your school implemented EAP program for teachers' psychological problems?
12. What are the problems that teachers often reflect to managers?
13. How do you evaluate the employment efficiency of teachers in the school?
14. What aspects do you think need to be perfected and improved in the school's teacher management policy?
15. What school management systems do you think will put stress on teachers and how should they be improved?
16. According to your knowledge with teachers, in what ways do you think teachers in your school will feel stress?
17. What measures will your school take to help teachers adapt to the school culture?
18. According to your knowledge, do teachers in your school often ask for leave for reasons such as physical discomfort?
19. Are there any phenomena of being late and leaving early among the teachers in your school?
20. Did you have a smooth contact with teachers? What was the biggest obstacle?
21. What do you think is the work stress level of teachers in your school, and does it affect their work?

3. Questionnaire on Academic Staff's Work Stress in Guangxi Public Universities

1. Which university do you work in?
2. Gender <input type="checkbox"/> Male <input type="checkbox"/> female
3. What is your age? <input type="checkbox"/> Under 30 years old <input type="checkbox"/> 31-40 years old <input type="checkbox"/> 41-50 years old <input type="checkbox"/> Over 51 years old
4. What is your degree? <input type="checkbox"/> (1) Bachelor <input type="checkbox"/> (2) Master <input type="checkbox"/> (3) Doctor <input type="checkbox"/> (4) Other
5. How long have you worked at school? <input type="checkbox"/> (1) Within 10 years <input type="checkbox"/> (2) 11-20 years <input type="checkbox"/> (3) 21-30 years <input type="checkbox"/> (4) More than 30 years
6. Did you work as a teacher before you came to the university? <input type="checkbox"/> done <input type="checkbox"/> Not done
7. What kind of teaching and research work are you engaged in now? <input type="checkbox"/> Public course teaching <input type="checkbox"/> Teaching of other specialized courses <input type="checkbox"/> Scientific research and teaching <input type="checkbox"/> Scientific research
8. Which of the following characteristics do you think you have? (Multiple choices are allowed) <input type="checkbox"/> Feel tired easily <input type="checkbox"/> Lack of confidence <input type="checkbox"/> Self-expectation is too high <input type="checkbox"/> Be in poor health <input type="checkbox"/> Emotion is easy to fluctuate.

Guidance: The following topics are compiled according to the problems that academic staffs in universities often encounter in their work. Please read each item carefully, and then tick "√" on the number that suits your actual situation. Scoring method: No stress = 1; Light stress = 2; Medium stress = 3; Higher stress = 4; A lot of stress =5.

serial number	The current situation of work stress of Academic Staffs in public universities in Guangxi.	5	4	3	2	1
	Salary load dimensions					
1	Wages are relatively low.					
2	Less bonus, less holiday benefits					
3	Less lesson fees.					
	Cross-role load dimensions					
1	Worry that students won't adapt to my teaching style					
2	Students don't love to learn					
3	The demands on teaching performance are too high					
4	Worry about students' test scores					
	Interpersonal load dimensions					
1	Can't communicate effectively with students.					
2	Poor communication with managers					
3	I can't communicate effectively with my colleagues and lack a sense of belonging.					
	Workload dimensions					
1	And organize and participate in more extracurricular activities.					
2	I spend more time preparing lessons.					
3	More class hours per week.					
4	The number of students in charge is large.					
5	Heavy scientific research task					
	Organization management dimensions					
1	Lack of communication opportunities with colleagues and students					
2	Less opportunities to participate in school decision					

serial number	The current situation of work stress of Academic Staffs in public universities in Guangxi.	5	4	3	2	1
	-making.					
3	I can't get timely teaching feedback.					
4	Because of the lack of pre-employment training, I don't know some management systems of the school.					
5	The appraisal system is unreasonable.					
6	The employment system is imperfect.					
7	Managers can't provide timely, meticulous and effective services.					
	Career development dimensions					
1	Lack of training and guidance in education and teaching.					
2	I have no chance to participate in academic activities and research.					
3	There is no path to promotion.					
4	There are no opportunities for promotion by title.					
	Personal factor dimension					
1	Have high expectations for your own achievements					
2	Insufficient professional knowledge and skills					
3	Lack of teaching experience					
4	Poor psychological endurance					
5	Love to withdraw when encountering difficulties					
	Physiological response dimensions					
1	Physical discomfort symptoms such as chest tightness, headache, stuffiness, tinnitus, etc					
2	Poor sleep quality, poor appetite					
3	Often sore back, leg pain, fatigue					
	Dimensions of psychological responses					
1	Slow thinking, confusion and slow reaction.					
2	be down in spirits					
3	Anxiety, nervousness					
4	Memory decline					
5	Lack of concentration					

serial number	The current situation of work stress of Academic Staffs in public universities in Guangxi.	5	4	3	2	1
	Behavioral response dimension					
1	Work efficiency decreases					
2	Have excessive behavior					
3	Love to lose your temper					

Appendix D
The Results of the Quality Analysis of
Research Instruments

The consistency evaluation results of questionnaire survey on the current situation of work stress of Academic Staffs in public universities in Guangxi.

clause	The current situation of work stress of Academic Staffs in public universities in Guangxi.	expert					IOC	conclusion
		1	2	3	4	5		
General information of respondents.								
1	Which university do you work in?	1	1	1	1	1	1.00	yes
2	Gender <input type="checkbox"/> Male <input type="checkbox"/> female	1	1	1	1	1	1.00	yes
3	What is your age? <input type="checkbox"/> Under 30 years old <input type="checkbox"/> 31-40 years old <input type="checkbox"/> 41-50 years old <input type="checkbox"/> Over 51 years old	1	1	1	1	1	1.00	yes
4	What is your degree? <input type="checkbox"/> (1) Bachelor <input type="checkbox"/> (2) Master <input type="checkbox"/> (3) Doctor <input type="checkbox"/> (4) Other	1	1	1	1	1	1.00	yes
5	How long have you worked at school? <input type="checkbox"/> (1) Within 10 years <input type="checkbox"/> (2) 11-20 years <input type="checkbox"/> (3) 21-30 years <input type="checkbox"/> (4) More than 30 years	1	1	1	1	1	1.00	yes
6	Did you work as a teacher before you came to the university? <input type="checkbox"/> done <input type="checkbox"/> Not done	1	1	1	1	1	1.00	yes
7	What kind of teaching and research work are you engaged in now? <input type="checkbox"/> Public course teaching <input type="checkbox"/> Teaching of other specialized courses <input type="checkbox"/> Scientific research and teaching <input type="checkbox"/> Scientific research	1	1	1	1	1	1.00	yes
8	Which of the following characteristics do you think you have? (Multiple choices are allowed) <input type="checkbox"/> Feel tired easily <input type="checkbox"/> Lack of confidence <input type="checkbox"/> Self-expectation is too high <input type="checkbox"/> Be in poor health <input type="checkbox"/> Emotion is easy to fluctuate.	1	1	1	1	1	1.00	yes

clause	The current situation of work stress of Academic Staffs in public universities in Guangxi.	expert					IOC	conclusion
		1	2	3	4	5		
Questionnaire on work stressors for academic staff in public universities in Guangxi.								
Salary load dimensions								
1	Wages are relatively low.	1	1	1	1	1	1.00	yes
2	Lack of some necessary social insurance	1	1	1	1	1	1.00	yes
3	Less bonus, less holiday benefits	1	1	1	1	1	1.00	yes
4	Less lesson fees.	1	1	1	1	1	1.00	yes
Cross-role load dimensions								
5	Worry that students won't adapt to my teaching	1	1	1	1	1	1.00	yes
6	Suitable teaching materials and teaching materials could not be found	1	1	1	1	1	1.00	yes
7	Students don't love to learn	1	1	1	1	1	1.00	yes
8	The demands on teaching performance are too	1	1	1	1	1	1.00	yes
9	Worry about students' test scores	1	1	1	1	1	1.00	yes
Interpersonal load dimensions								
10	Can't communicate effectively with students.	1	1	1	1	1	1.00	yes
11	Poor communication with managers	1	1	1	1	1	1.00	yes
12	I can't communicate effectively with my colleagues and lack a sense of belonging	1	1	1	1	1	1.00	yes
13	Less communication with leaders.	1	1	1	1	1	1.00	yes
Workload dimensions								
14	Teaching can't get the proper support and cooperation from school leaders and relevant departments	1	1	1	1	1	1.00	yes
15	And organize and participate in more extracurricular activities.	1	1	1	1	1	1.00	yes
16	I spend more time preparing lessons.	1	1	1	1	1	1.00	yes
17	More class hours per week.	1	1	1	1	1	1.00	yes
18	The number of students in charge is large.	1	1	1	1	1	1.00	yes
19	Heavy scientific research task.	1	1	1	1	1	1.00	yes
Organization management dimensions								

clause	The current situation of work stress of Academic Staffs in public universities in Guangxi.	expert					IOC	conclusion
		1	2	3	4	5		
20	Lack of communication opportunities with colleagues and students	1	1	1	1	1	1.00	yes
21	Less opportunities to participate in school decision-making.	1	1	1	1	1	1.00	yes
22	I can't get timely teaching feedback.	1	1	1	1	1	1.00	yes
23	Because of the lack of pre-employment training, I don't know some management systems of the school.	1	1	1	1	1	1.00	yes
24	The appraisal system is unreasonable.	1	1	1	1	1	1.00	yes
25	The employment system is imperfect.	1	1	1	1	1	1.00	yes
26	Managers can't provide timely, meticulous and effective services.	1	1	1	1	1	1.00	yes
Career development dimensions								
27	Lack of training and guidance in education and teaching.	1	1	1	1	1	1.00	yes
28	I have no chance to participate in academic activities and research.	1	1	1	1	1	1.00	yes
29	There is no path to promotion.	1	1	1	1	1	1.00	yes
30	There are no opportunities for promotion by title.	1	1	1	1	1	1.00	yes
Personal factor dimension								
31	Have high expectations for your own	1	1	1	1	1	1.00	yes
32	Insufficient professional knowledge and skills	1	1	1	1	1	1.00	yes
33	Lack of teaching experience	1	1	1	1	1	1.00	yes
34	Poor mental capacity	1	1	1	1	1	1.00	yes
35	Love to withdraw when encountering difficulties	1	1	1	1	1	1.00	yes
36	Not healthy enough	1	1	1	1	1	1.00	yes
Questionnaire on work stress response of academic staff in public universities in Guangxi.								
Physiological response dimensions								
1	Physical discomfort symptoms such as chest tightness, headache, stuffiness, tinnitus, etc	1	1	1	1	1	1.00	yes
2	Recent increase in appetite and weight gain	1	1	1	1	1	1.00	yes
3	Poor sleep quality, poor appetite	1	1	1	1	1	1.00	yes

clause	The current situation of work stress of Academic Staffs in public universities in Guangxi.	expert					IOC	conclusion
		1	2	3	4	5		
4	Increased heart rate	1	1	1	1	1	1.00	yes
5	Often sore back, leg pain, fatigue	1	1	1	1	1	1.00	yes
Dimensions of psychological responses								
6	Slow thinking, confusion and slow reaction.	1	1	1	1	1	1.00	yes
7	be down in spirits	1	1	1	1	1	1.00	yes
8	Anxiety, nervousness	1	1	1	1	1	1.00	yes
9	Memory decline	1	1	1	1	1	1.00	yes
10	Lack of concentration	1	1	1	1	1	1.00	yes
11	There are often thoughts of dimission	1	1	1	1	1	1.00	yes
12	Refreshed, overly excited	1	1	1	1	1	1.00	yes
13	Memory comes up and down	1	1	1	1	1	1.00	yes
Behavioral response dimension								
14	Work efficiency decreases	1	1	1	1	1	1.00	yes
15	Have excessive behavior	1	1	1	1	1	1.00	yes
16	Love to lose your temper	1	1	1	1	1	1.00	yes
Interview Outline of Guangxi Public Universities Academic Staffs								
1	Which university do you teach in? How many years have you been teaching? Were you a teacher before you came to school?	1	1	1	1	1	1.00	yes
2	Which courses do you teach? Which courses are taught for the first time?	1	1	1	1	1	1.00	yes
3	Are you satisfied with your current income? Can it satisfy your consumption?	1	1	1	1	1	1.00	yes
4	If you are ill, does the medical expenses that you have to bear weigh heavily on you?	1	1	1	1	1	1.00	yes
5	Do you need to undertake other tasks besides teaching (scientific research)?	1	1	1	1	1	1.00	yes
6	How many hours do you have to work every day to complete teaching, scientific research and other tasks? Does this workload make you feel relaxed or nervous?	1	1	1	1	1	1.00	yes

clause	The current situation of work stress of Academic Staffs in public universities in Guangxi.	expert					IOC	conclusion
		1	2	3	4	5		
7	After work, do you often have dinner or go shopping with friends, colleagues or students?	1	1	1	1	1	1.00	yes
8	Do you have much contact with colleagues or students? (If there are few answers, ask why)	1	1	1	1	1	1.00	yes
9	Does the school often provide you with training opportunities? Do you think this kind of training is valuable?	1	1	1	1	1	1.00	yes
10	Have you given any management advice to the school? Did the leader take your suggestion?	1	1	1	1	1	1.00	yes
11	Are the students interested in the courses you teach? Are they willing to communicate with you?	1	1	1	1	1	1.00	yes
12	What is your job title? Is the promotion of professional title stressful for you?	1	1	1	1	1	1.00	yes
13	Does the college often invite you to attend teaching or research meetings? Would you like to	1	1	1	1	1	1.00	yes
14	Do you often participate in activities organized by the school?	1	1	1	1	1	1.00	yes
15	Are you satisfied with the life service provided by the school?	1	1	1	1	1	1.00	yes
16	Do you often have headaches, tinnitus, memory loss, anxiety, temper tantrums and other	1	1	1	1	1	1.00	yes
17	Have you ever experienced anxiety? What causes your worry or anxiety?	1	1	1	1	1	1.00	yes
18	Have you ever been reluctant to go to work?	1	1	1	1	1	1.00	yes
19	Are you satisfied with your work?	1	1	1	1	1	1.00	yes
20	What management rules and regulations do you think need to be improved?	1	1	1	1	1	1.00	yes
21	Is your communication with the management smooth? Is the cooperation pleasant?	1	1	1	1	1	1.00	yes

clause	The current situation of work stress of Academic Staffs in public universities in Guangxi.	expert					IOC	conclusion
		1	2	3	4	5		
22	Please tell me what is the problem that often bothers you?	1	1	1	1	1	1.00	yes
Interview Outline of Guangxi Public Universities Managers								
1	How many full-time teachers, teaching-oriented teachers and research-oriented teachers are there in your school?	1	1	1	1	1	1.00	yes
2	How many teachers worked as teachers before coming to school, how many engaged in other occupations, and how many teachers directly came to school after graduation?	1	1	1	1	1	1.00	yes
3	What are the main ways for your school to employ teachers?	1	1	1	1	1	1.00	yes
4	What is the monthly salary of a teacher? Do you think their consumption pressure is high?	1	1	1	1	1	1.00	yes
5	What benefits can teachers enjoy? Are they satisfied with the welfare provided by the school?	1	1	1	1	1	1.00	yes
6	Do you think teachers have a heavy workload?	1	1	1	1	1	1.00	yes
7	What teacher management system does your school have? Do teachers agree with these management systems?	1	1	1	1	1	1.00	yes
8	How does your school assess teachers? Is the assessment result objective? In general, what is the excellent rate?	1	1	1	1	1	1.00	yes
9	Do all teachers have scientific research tasks? How are their scientific research tasks done?	1	1	1	1	1	1.00	yes
10	Do teachers in your school have their own offices or office seats?	1	1	1	1	1	1.00	yes
11	Has your school implemented EAP program for teachers' psychological problems?	1	1	1	1	1	1.00	yes
12	What are the problems that teachers often reflect to managers?	1	1	1	1	1	1.00	yes

clause	The current situation of work stress of Academic Staffs in public universities in Guangxi.	expert					IOC	conclusion
		1	2	3	4	5		
13	How do you evaluate the employment efficiency of teachers in the school?	1	1	1	1	1	1.00	yes
14	What aspects do you think need to be perfected and improved in the school's teacher management policy?	1	1	1	1	1	1.00	yes
15	What school management systems do you think will put pressure on teachers and how should they be improved?	1	1	1	1	1	1.00	yes
16	According to your knowledge with teachers, in what ways do you think teachers in your school will feel stress?	1	1	1	1	1	1.00	yes
17	What measures will your school take to help teachers adapt to the school culture?	1	1	1	1	1	1.00	yes
18	According to your knowledge, do teachers in your school often ask for leave for reasons such as physical discomfort?	1	1	1	1	1	1.00	yes
19	Are there any phenomena of being late and leaving early among the teachers in your school?	1	1	1	1	1	1.00	yes
20	Did you have a smooth contact with teachers? What was the biggest obstacle?	1	1	1	1	1	1.00	yes
21	What do you think is the work stress level of teachers in your school, and does it affect their work?	1	1	1	1	1	1.00	yes

Appendix E
Certificate of English



This is to certify that

Mr. Changliang Pan

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 6th August 2020

(Assistant Professor Dr Kulsirin Aphiratvoradej)
Director

Appendix F
The Document for Acceptance Research

Acceptance Letter

Dear Author(s): **Pan Changliang, Pinyapat argudtong, Patchara Dechhome, Niran Sutheeniran**

Paper ID	JCHR_27
Paper Title	Management Strategies of Work Stress for Academic Staffs in Guangxi Public Universities

This is to enlighten you that the above manuscript was reviewed and appraised by the review committee members of **IFERP** and it is accepted for the purpose of publication in the “**Journal of Chemical Health Risks (JCHR)**”.

You have to send the following documents to swathi@iferp.net before 24th October 2023.

- 1. Proof of Registration/Payment - Scanned | Online Received Email**
- 2. IFERP Copyright form** <https://www.iferp.in/copyright/>

Note:

1. The above manuscript will be published on or before 30th November 2023.
2. **Journal of Chemical Health Risks (JCHR)** a SCOPUS Indexed Q4 Journal.
3. Author(s) will receive Publication information and Published Paper link through IFERP
4. You will receive the Volume/ Issue information of your paper very soon.
5. It is mandatory to submit the copyright form before the article gets processed for final publication.

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