

FACTORS CAUSE PRESSURE TO VIETNAMESE TEACHERS AND SOME SOLUTIONS

Kieu Thi Thu Chung

Department of Politics, FPT University
Corresponding Author Email id: doraemonof2050@gmail.com

Received: 07.02.2020

Revised: 13.03.2020

Accepted: 21.04.2020

Abstract

Society has been developing and teachers are under a lot of pressure. So, what teachers should do is to reduce negative pressure, promote positive pressure to devote to their career. The paper reviews some factors from students and society that can make teachers be more professional, engaged and interested in their job at any school day. It also outlines some of the factors that can make teachers feel stressed in the process of teaching students. The two factors mentioned in the paper are psychological characteristics, personality of the student and the teachers' expectations of the family, the community and society to the teacher. The paper also recommended some solutions based on systematic approach as well as psychological based practice.

Key words: Pressure, Students, Society, Teachers.

© 2020 by Advance Scientific Research. This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>)
DOI: <http://dx.doi.org/10.31838/jcr.07.07.96>

INTRODUCTION

According to the experience and the results of some empirical research, there are always two main trends that are the group of teachers in the working process, accumulating many positive and enthusiastic energies. They are inspired by the profession, maintained a stable performance, had strong will to overcome the challenges of the profession, especially the challenges from students and communes. Besides, there are many teachers who are unfortunate, experiencing many adverse and negative impacts from themselves or external objective environment. These adverse effects make teachers lose interest, reduce enthusiasm for the profession, even some teachers are too much to bear, cannot control their emotions and behaviors, leading to inappropriate and even post-behavioral behaviors. Regrettable, they may hurt themselves and their students (1).

Teachers' pressure is often considered in many aspects: if the pressure is strong, the teacher has positive thinking and has enough will and coping capacity, then the pressure becomes the motivation for the teacher to overcome his present status. When the pressure is too much to endure, the teacher does not have enough physical health, psychological health, not enough ability, coping skills in order to solve individual issues, the pressure can become a cause of frustration, discouragement, helplessness, and even frustration, discomfort, loss of career love, etc. This is likely to lead to a risk of behavior, disrespect and cause physical and psychological damage to students and teachers themselves (2).

For some teachers the pressure is not only due to internal self and the situation of each teacher, but also the external context that strongly affects them, which can be the pressure from the particular psychological characteristics of the students who have special needs, who are particular students, students' families have their own circumstances; or pressure may come from the unrealistic expectations of family, school and society - the expectation is too high for both students and teachers (3).

Teachers are also human like many others, they have their own life, personal characteristics; society has no one perfect, teaching is also a career like many other professions, there are advantages and challenges that teachers need to be recognized by humanity from many aspects when they have inappropriate thoughts, behaviors. Teachers as well as many other ordinary individuals in the family, in society - they need to be understood from many perspectives, many aspects and need to be

respected, accompanied as well as timely help when needed to improve good and become better (4).

Today's teacher profession really contains too many dangers. Teachers must bear all the pressure from the state management mechanism, in teaching and learning, in relationships to be a good example.

CONTENT

Factors that may cause pressure for teachers

Here are some contents of two groups of factors that can cause pressure and direct impact on teachers as well as teachers' relationship with students, that is psychological and personality characteristics of students and teachers themselves, expectations of families, communities and the whole society for teachers (5).

Personality and capacity of teachers and students also partly affect positively or negatively on teachers and students' relationship, effective teaching and learning, and how teachers relieve and deal with difficulties. School towels and directly affect how teachers solve school crises.

Psychology and personality of students

Students have temperament and some characteristics are quite stable from small, can be changed somewhat through training, education but really difficult. There are temperament, favorable personalities but there are also limited and disadvantageous personality characteristics, making it easier for students to have emotions, uncontrolled behaviors, difficulty in self-control, lack of positive thinking.

Students are not yet self-aware, not self-aware of physical characteristics, psychological self so they have not actively adjusted themselves in all diverse situations, have not mastered themselves in many cases. Each student has different physical health: health condition, disease (if any) that directly affects the interaction between teachers and students in the classroom, affecting the ability to focus and teaching efforts of teachers & learning status of students (6).

Students differ in their abilities, cognitive abilities, ways of learning, how to apply and interact with teachers. Each student has the same style and progress of learning. This is a factor that challenges many teachers in preparing content, methods as well as in the process of organizing teaching and education (2).

In addition, there are a number of students in special schools with special needs: students have problems / psychological difficulties (harmful stress, anxiety, depression, etc.), students living in separated, divorced or violent families (verbal and physical violence, etc.), developmental disabilities / disorders (missing intellectual disabilities, learning disorders, autism spectrum disorders, etc.) or students with special difficulties. When interacting and educating these students, it is required that teachers have special abilities and skills. The time and energy for these students is also much higher than that of other students in the class (7).

There are some students who often violate rules, discipline, even violate the law, disrespect teachers, threaten teachers, and put pressure on teachers, causing teachers to face many difficulties and challenges. Especially, when classes are large, time for students to interact is limited and the expectations of families, schools and society are increasing (2).

Psychology and personality of teachers

Teachers have quite stable characteristics of psychology and personalities (there are people who are preoccupied, have short-temper, some are enthusiastic, some are calm and vulnerable; some have temperament, personality mixed with many characteristics), characteristic of this personality affects teachers' thoughts, feelings, behaviors. So, their thoughts, emotions, moods and behaviors are very diverse. The physical and psychological health of each teacher is also different. Depending on the time and situation, the comprehensive health of teachers has a great influence on teacher-student interaction (8).

Each teacher has his own family life, there are people who are convenient but there are also people who have difficulties in their place of residence, economy and family affection, family relationships. The family situation has a direct impact on teachers every day they come to class / school. Each teacher also has different professional capacity and pedagogical capacity: someone can update their knowledge, solid abilities, and easily master all situations and circumstances. Some people are characterized by their personality / temperament and due to their limited ability and skills, they may have negative thoughts and concepts, and are easy to solve problems based on their feelings and emotions temporarily (9).

All of these specific groups of factors can impact teachers on an effort to rise, meet the situation & need to be educated in each student, but they can also be the agents causing great pressure when becoming overloaded with the capacity / capacity of students and teachers, when teachers have not been prepared and equipped with enough knowledge, skills as well as not enough experience to proactively respond appropriately; or when these challenges interact negatively with psychology, the individual health of each teacher and student.

Expectations of family, community and society for teachers

The society is narrow and it is like a small, wide-ranging family. It has small and large communities, organizations with small to large scale. Many Vietnamese families have overcome the period of worrying about enough food and clothing; economic stability, even well-off, rich. Therefore, the great concern of family and society is the future & happiness of children, their contribution to the community and society. As a result, they expect children and teachers to get higher and higher. This is both a driving force and a pressure (if too much of students & teachers); because there are students who maximize their capacity and physical strength, it is only that, if more expected, it is really great and hopeless pressure for both teachers and students.

Society in the revolutionary period of technology 4.0. Social networks interact widely on a large scale, communication

information spreads rapidly and extremely quickly to the whole society. If it is good information, it is beneficial for the community to spread and spread; If it is negative information, the crisis is analyzed in a timely manner, subjective, one-way, not thorough from every corner, will create rumors, causing adverse public opinion; while the problem is not enough time to be properly addressed.

There are many parents' communities understand teachers, have cooperative and positive thinking. They are the resources to support excellent teachers and accompany teachers to teach students. However, there are also some still lack proper cooperation and have no positive thinking, requiring teachers and children too high, controlling teachers and children in a negative way. They put pressure and crisis for children and teachers. The amount of teaching knowledge that teachers have to cover is not small for each year of change, requiring teachers to do their best in their skills. But more frightening may be the pressure coming from public opinion. Even students fighting outside the school blame the teacher, for education, while they only have about 4-6 hours at the school, the rest are about family and society.

It can be seen that social pressure is sometimes invisible but very large, this pressure can cause extreme damage, fear and frustration for some teachers, parents and students, making them difficult to improve, change and rise; even too much pressure can disturb their families.

Inadequate facilities and equipment

Meanwhile, the large class size, the school lacks classrooms, the students have to study alternately and the teacher also has to train themselves to ensure that the knowledge for the students goes through exams, consecutive exams. A lot of such problems make it hard for teachers to do their professional work well.

SOME IMPLICATIONS

About the school

School should share with teachers and staff about the school's vision, mission, long-term and short-term goals, help each person orient themselves in each activity and set development goals. School also create conditions to help teachers learn and improve their professional qualifications as well as support teachers in teaching and learning. School also equip good conditions including facilities and equipment, provide necessary tools to help teachers apply appropriately for teaching activities.

Along with them, the school must create conditions for teachers to promote their internal forces. The regulations of the industry must "untie" the teacher with the removal of inappropriate things, giving them certain rights when standing, not only sanctioning, prohibiting. Education is not just a story of especially the school, in which the society in which each family needs sympathy, sharing and more importantly, cooperating with forging teachers to help them improve. Don't just ask teachers be responsible for everything since it will make the burden on the teacher's shoulder become so heavy that the teacher cannot afford.

Teachers must be arranged and assigned to teach according to their specialties. Besides, the remuneration policies and salaries commensurate with the labor effort and promotion opportunities so that the teachers are assured of sticking to the profession. Salary should be increased for teachers to meet the needs of life; it must be enough for their family since this shows the respect of society for teachers. Welfare regimes for teachers such as material, spiritual, housing, reduce paperwork, books for teaching and learning activities should be taken care.

Every solution needs to approach the system, recognize all links; implement solutions in a humanistic approach, not hurting both

teachers, students, families and communities. We need to analyze and fully understand the situation, understand the root factors of pressure and crisis to have appropriate solutions.

Cooperation of parents, students and teachers

If the problem of situations is situational, belongs to individual students, parents and teachers are the main, then should proceed. Personal approach to support, advice, or direct intervention if needed. Teachers, students and parents also need support to take the initiative and take care of professional help (4).

Management approach

If the problem lies with managers, agencies, and management levels, coordination will be done in individual managers at each level; each stage is synchronized, on the basis of transparency and cooperation [9].

Community Outreach

If the problem is in the community, then it is solutions related to the community, related to the correctness, authenticity and moderation in information transmission as well as solving incidents with the community. Avoid negative impacts, causing psychological instability for students, teachers, parents and society in general (6).

Crisis approach

When a crisis has occurred, there is timely support from the crisis response and expert team (including psychologists, social work specialists, psychiatrists / medical experts, etc.). This team

Preventive and developmental approaches

If the prediction problem can adversely affect the future, it is necessary to choose a preventive and accelerating solution; namely, crisis prevention can turn to a worse period (4). Prepare conditions for training and good preparation for future teachers (10).

In general, it can be seen that any solution and approach should not be objective, local, extreme. It is necessary to consider every mistake, pressure, crisis and incident as an opportunity for people to learn, join forces, seek solutions and rise to themselves and their organizations, their careers better compared to yesterday.

Finally, teachers, educational managers, students' parents, educational agencies and especially newspapers and media - all should be an example in supporting and handling the crisis and incidents of teachers and students. If they are wrong, they will apologize and find it difficult to learn, change, adjust; proactively explain to the community, avoid speaking and analyzing one-way, extreme, causing rumors and incorrect and negative forecasts. This is also a very effective way of educating students - educating through real examples of our adults.

Teachers have a direct decisive role in the quality of teaching and education. However, today, teachers are under a lot of pressure, pressure from professional, social environment and activities. These pressures, on the one hand, create motivation in the work of teachers, and on the other hand lead to professional and psychological difficulties, causing anxiety for teachers. Therefore, it is necessary to take measures to promptly relieve the pressure on teachers to improve professional performance. Many teachers now face how their problems will go, where they will go. Typically, the case of teachers losing their jobs and at risk of losing their jobs makes not only contract teachers but also those who are regular ones [9].

is established and enforced at each level (country, region, unit, etc.). Before or at the same time with judging the right and wrong of the law (if any), it is necessary to immediately and promptly approach each individual (students, students' parents, teachers, managers) or organizations that are in crisis. to ensure they are both physically and psychologically safe. In particular, the intervention team will act on the basis of professional ethics, confidentiality, respect, synergy and winning thinking (6).

Avoiding unnecessary achievements

From the education sector, teachers propose to reduce achievement pressure for teachers. Recently, the Ministry of Education and Training of Vietnam has advocated not to organize a number of competitions on the internet, contributing to reducing pressure on teachers. Even the organization of the excellent teacher education competition at the general education and continuing education levels has also been issued a letter by the Ministry of Education and Training stating that it is not forced to send teachers to take good teaching exams. Participation is by teachers voluntarily, not to pressure teachers to get achievements for the school in any form.

If teachers take an exam, teachers are not allowed to rehearse trial teaching. When teaching, students must keep the status of the class and we need to use the contest results to spread, motivate and encourage other teachers to strive for better career and emulation. At the same time, we also need to do well the propaganda so that teachers and education administrators as well as the whole society understand and agree with the organization of the contest of good teachers.

CONCLUSION

No profession has no pressure. But perhaps teachers' professions with particularities are related to human training so many people care and comment. The teacher, standing in front of the three storms like that, must first try to overcome himself. There is no other way that teachers must overcome themselves, dare to cope with adversity, find joy and happiness in the process of this creative career. The pressure on teachers today is so much, so living a real life or living in accordance with the trend is the teacher's concern. Only when the education industry removes inappropriate things, gives teachers a certain right in class and empathy, sharing, responsible coordination of the student's family will the teacher be wholeheartedly teaching.

REFERENCES

1. Harris, D. N., & Sass, T. R. (2009). What makes for a good teacher and who can tell? (Vol. 30). Washington, DC: Urban Institute.
2. Harris, A., & Bennett, N. (2004). School effectiveness and school improvement: Alternative perspectives. Continuum.
3. Thornton, B., Peltier, G., & Medina, R. (2007). Reducing the special education teacher shortage. The clearing house: a journal of educational strategies, issues and ideas, 80(5), 233-238.
4. Hintze, J. M., Shinn, M. R., Walker, H. M., & Stoner, G. (2002). Interventions for fears and anxiety problems. Interventions for academic and behavior problems II: Preventive and remedial approaches, 939, 959.
5. Skaalvik, E. M., & Skaalvik, S. (2016). Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession. *Creative Education*, 7(13), 1785.
6. Bear, G. G., & Minke, K. M. (2006). Children's needs III: Development, prevention, and intervention. National Association of School Psychologists.

7. Korthagen, F. A. (2001). Linking practice and theory: The pedagogy of realistic teacher education. Lawrence Erlbaum Associates Publishers.
8. K. J. Bartholomew, N. Ntoumanis, R. Cuevas, and C. Lonsdale. Job pressure and ill-health in physical education teachers: The mediating role of psychological need thwarting. *Teaching and Teacher Education*. 2014; 37: 101-107.
9. Gutkin, T. B., & Reynolds, C. R. (1990). *The handbook of school psychology*. John Wiley & Sons.
10. Shinn, M. R. (2002). Best practices in using curriculum-based measurement in a problem-solving model. *Best practices in school psychology IV*, 1, 671-697.