



A Study on the Implications of Self-care Theory for Primary and Secondary School Teachers' Load Reduction

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Abstract. In an increasingly institutionalised education system, Noddings emphasised the humanity of education. Noddings developed an ethics of care with 'care' at its core, forming a model of moral education 'with care as its goal'. Noddings' ethics of care transcends traditional ethics in three ways: the particularizing ethics of the ethics of care transcends the traditional universalizing ethics; the relational nature of the ethics of care transcends the single subjectivity of traditional ethics; and the emotional nature of the ethics of care transcends the rationality of traditional ethics. Classroom teaching is the main form of education in school, the basic way to achieve the aims of education, and the most direct place for teachers and students to interact and build relationships with each other. The classroom is the place where teachers and students learn and live together, and it is also an indispensable process in the growth of students' lives. Through the classroom, teachers fulfil their responsibility to teach and educate, and students experience the meaning of growth. It is therefore particularly important to develop a deep understanding of Noddings' theory of caring, to explore the meaning of teachers' caring in classroom life, to analyse the elements of teachers' caring behaviour and to construct a theoretical model of teachers' caring behaviour.

Keywords: Caring ethics · Caring education · Caring behaviour of teachers · Caring relationships

1 Introduction

With the rapid development of science and technology, rationalism and scientism are expanding, and the concepts of "knowledge centrism" and "technocentrism" are taking root in people's hearts; with the development of human society, globalization and informationization not only bring opportunities but also challenges to the development of society - rapid population growth, rapid depletion of natural resources, deteriorating ecological environment, widening gap between the rich and the poor, and growing indifference in human relations. The relationship between man and nature, and between man and man, has become distorted, and the search for a new spirituality is a priority for responsible citizens of today. International education organisations want future students to learn to respect, understand and care, and in 1989 UNESCO introduced the concept of "learning to care", which has prompted educators to reflect on this concept.

2 Questionnaires and Interviewees

The teachers surveyed were young teachers aged 35 and under in rural schools in M Township as at 18 January 2019, of whom 20 young teachers were interviewed, 10 in junior secondary schools (6 male and 4 female) and 10 in primary schools (2 male and 8 female), with questionnaires administered between November and early December 2018 and interviews conducted in mid-January 2019, mainly in teachers' group offices and teachers' dormitories. The Positive and Negative Emotional Inventory surveyed 104 young teachers aged 35 and under in junior and primary schools in M town. 89 valid questionnaires remained after deleting the irregular questionnaires that did not meet the requirements, with an effective rate of 85.6% [1]. The details of the subjects were distributed as shown in Fig. 1.

There were only 17 young male teachers, accounting for 19.1% of the total, and 72 female teachers, accounting for 80.9% of the total; there were more young teachers in junior high school than in primary school, and they were mainly undergraduates, accounting for 97.75% of the total; there were 56 married young teachers, accounting for 62.92% of the total, and 33 unmarried young teachers, accounting for 37.08% of the total, with the largest proportion of young teachers aged 26 to 30 was the largest, at 53.93% [2]. The largest number of young teachers taught language, 38 (42.7%), followed by mathematics, 25 (28.09%), and English, 12 (13.48%) (Fig. 2).

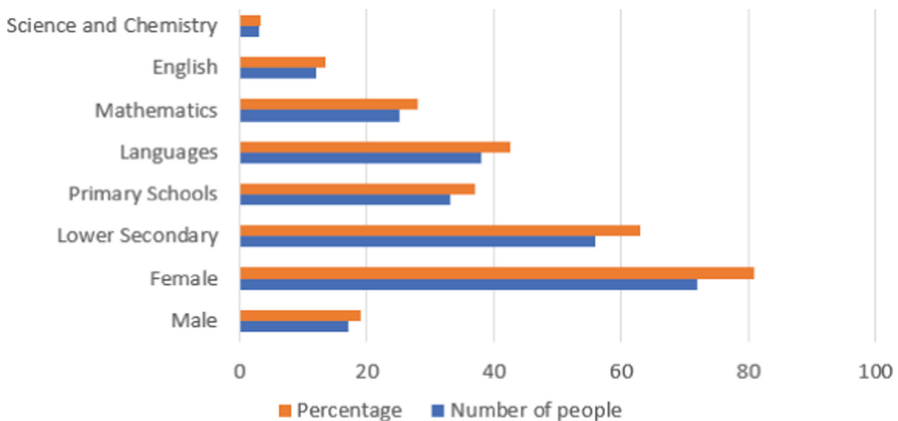


Fig. 1. Distribution of subjects' basic information

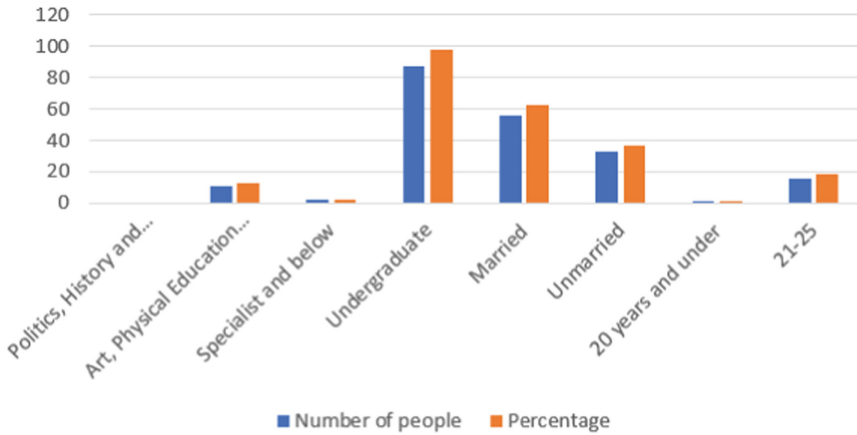


Fig. 2. Distribution of subjects' basic information

3 An Analysis of the Elements of Teachers' Caring Behaviour in the Context of Caring Theory

This article outlines the elements of caring behaviour in terms of the unity of 'knowledge, emotion, intention and action'. This division raises the question of how to distinguish between 'action' as a caring behaviour of teachers and 'action' as a subordinate concept. In this paper, 'teacher caring behaviour' is understood from the teacher's perspective of all of Noddings' 'caring', which involves the carer attending to the person being cared for and engaging in caring behaviour, and the person being cared for receiving the caring behaviour and responding to it. This is why the term 'teacher caring behaviour' in this paper includes everything from the teacher's concern to understand the student, the displacement of motivation, the creation of natural or ethical care, and then the actual caring action, to the teacher's acceptance and adjustment after the student's feedback. We cannot therefore say that teacher care does not exist [3].

3.1 Knowing: Acceptance of Students - Prerequisite, Intrinsic Element

Knowing, which stands for knowledge, also stands for gaining awareness and understanding. In the act of caring, it is essential that teachers have a caring concept of knowledge. Socrates proposed the idea that 'virtue is knowledge', merging ethics and knowledge into one, arguing that ethical behaviour is based on knowledge and arises from knowledge. When we look at the relationship between knowledge and morality, we can affirm that knowledge is not the same as ethics, that knowledge does not necessarily mean morality, but that morality presupposes and is based on knowledge, and that knowledge plays a very important role in morality. Knowledge, as the essence of human civilisation, has the function of enlightening wisdom, purifying the mind and enhancing the state of mind, and knowledge can nurture ethics; knowledge reflects objective laws, has the function of guiding and providing methods, and knowledge can assist ethics; knowledge is the crystallisation of human thinking, and has the function of discernment,

and knowledge can distinguish ethics. Care, as a dimension of ethics, also applies to the relationship with knowledge [4].

3.2 Affection: Love and Tolerance for Students - The Core, Motivating Element

Emotion refers to emotion, which is actually the experience of human attitudes towards different things, and emotion, as an ideological thing, is a particular form of human reflection of objective things. Emotions are the direct expression of ethics and morality, and Hume's examination of human beings, including their feelings, their thoughts and their actions, leads him to argue that the ultimate purpose of action can only be communicated through emotion, not through reason or intellect, i.e. that in human nature, emotion determines moral behaviour, rather than reason as traditionally thought of in ethics.

3.3 Meaning: Responsibility for Students - Elements of Assurance, Regulation

"Will is the guarantee of caring behaviour and the regulating element of caring behaviour. It is the standard of responsibility represented by the will that gives teachers guidance in overcoming conflicts and difficulties in their caring behaviour, not only in the choice of caring behaviour but also in the implementation of caring behaviour. The responsibility in caring behaviour is also the responsibility of the 'substitute parent' relationship between teachers and students, and it is important to focus on the development of caring responsibility, both in terms of the natural responsibility in caring behaviour and in terms of the breakdown of this natural responsibility into corresponding role responsibilities, so that teachers' emotions of care and their will to be responsible work together.

4 The Ideal and Realistic Possibilities of Caring Behaviour for Teachers

Education seeks to make people free and well-rounded, and teachers' caring behaviour towards their students demonstrates the sincerity and warmth of human relationships, which is a basic need for teachers to interact with their students. Education is an activity that revolves around 'people' and is a process of dialogue between life and life. Education should be filled with this humanistic concern, and to return to the true nature of humanity education needs to move towards caring. As Noddings says, care is the cornerstone of educational success.

4.1 Implications of Caring Theory for Teachers' Caring Behaviour

- (1). Relationalism in the ethics of care - teachers' caring behaviour should have continuity.
- (2). Autonomy and responsibility in the ethics of care - teachers need to respect subjectivity and individual differences.
- (3). Contextuality and emotionality in caring education - teachers need to value emotional experiences.
- (4). Caring for the experiential in education - teachers need to focus on practice in the educational process.

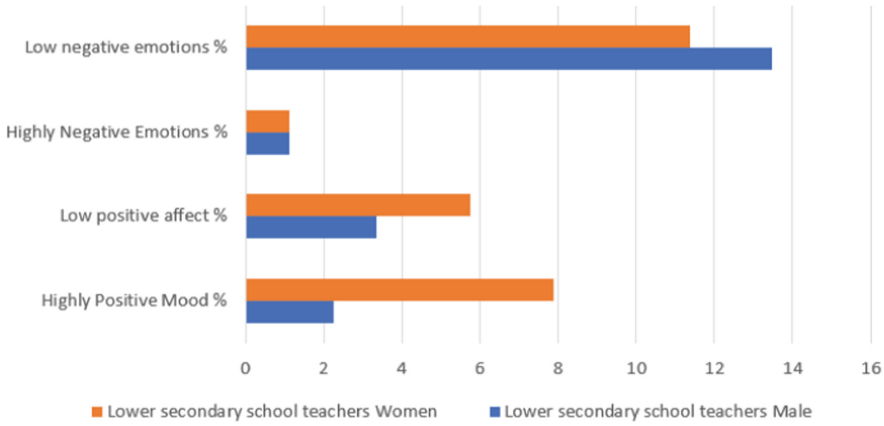


Fig. 3. Analysis of the number of young teachers' categories on positive and negative emotions

4.2 The Ideal Direction for Teachers' Caring Behaviour

"Caring" is the most fundamental task and purpose of caring education, and the starting point and destination of both school and teacher education is to guide students to learn to care. At the heart of caring teachers is caring, and with its fundamental educational methods of example, dialogue, practice and recognition, a caring education system is the best model for coping in the face of deep social change.

Young secondary school teachers and young primary school teachers felt relatively the same in terms of positive and negative emotional experiences, and did not differ in terms of differences in school attributes. The emotions of secondary school teachers are shown in Fig. 3.

Finally, teachers' caring behaviour points to the establishment of caring teacher-student relationships. As discussed in Part 3 of this paper, caring teacher-student relationships are dynamic and unequal, with the positions of 'carer' and 'cared for' not being fixed; however, the role of the teacher as carer and the student as the cared-for dependent on the teacher's care may change over time. The caring relationship between teacher and student is also unequal. Teachers are expected to lead this unequal caring by being fully focused and putting themselves in the shoes of their students in the dynamic development of the teacher-student relationship; students, as the cared-for, have the responsibility to tell their teachers what they really think, to feel and distinguish caring behaviour, to reach a caring relationship by responding to the teacher's care, and to learn to care and gradually become caring [5].

4.3 Realistic Possibilities for Caring Behaviour by Teachers

- (1). Challenges to the ethics of care.
- (2). Beyond the practical operational limits of care itself.
- (3). Breaking free from the "utilitarian" reality of education.

5 Conclusion

There is almost no significant difference in the positive and negative emotions of young teachers in terms of gender, school affiliation, marriage, subjects taught and the amount of weekly classroom hours, but only in the negative emotion scale, there is a significant difference in the teaching age of all young teachers, where the longer the teaching age is, the highest the positive emotion and the lowest the negative emotion. In terms of the management of negative emotions, the main focus is on the personal self-management of young teachers, and there is no in-depth investigation into the construction of related management systems. The strategies for young teachers to manage their emotions include: establishing the correct values and outlook on life and laying down the value orientation for emotion management; enhancing the professional quality of teachers and strengthening the professional foundation for emotion management; improving the management of young teachers in schools and building a humanistic care system for emotion management; and learning theories and methods of emotion management strategies to enhance the ability to manage emotions.

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