Trouble in Life Course Teaching-As an Example of Primary School

CHI -JEN LEE¹, HUA- LIN TSAI², RONG-JYUE FANG³, CHUN-WEI, LU⁴
¹Department of Industrial Technology Education
²,³Department of Information Management
¹National Kaohsiung Normal University
²,³Southern Taiwan University of Technology
⁴Cheer & Share International Ltd.
¹No.116, Heping 1st Rd., Lingya District, Kaohsiung City 80201
²,³No. 1, Nan-Tai Street, Yongkang Dist., Tainan City 710
⁴G1-7F, 163 Lane, Zheng Shing Rd., Kaohsiung City 807
TAIWAN
¹dr.lee0955@gmail.com
²kittyhl@gmail.com
³rxf26@mail.stut.edu.tw
⁴wini882003@yahoo.com.tw

Abstract: - This study aims at understanding the Kaohsiung City elementary school teachers in the teaching troubled life curriculum. We want to investigate the different background variables of teachers teaching troubled degree of variation and analysis of the situation faced by teachers in the teaching of coping with problems.

Key-Words: - Trouble in Life Course Teaching

1 Introduction
In nine decades since the nine-year curriculum began, implementation has been nearly a decade. Low-grade life curriculum includes social, arts and humanities and natural science and life technology. Integration range of disciplines is the most widely used. Therefore, editing and teaching materials have the highest difficulty of curriculum implementation. The current teacher did not develop a living as a specialist course to train, resulting in lack of professional competence of teachers. Life curriculum covers social, arts and humanities and the natural and the three areas of life science and technology, but not every teacher all have three kinds of expertise. Therefore, through the exploration can give some constructive proposals to address life curriculum teachers are deeply disturbed, to achieve the life of the course curriculum objectives.

2 Goal of This Research
This chapter aimed at elementary school teacher of life experience distress and coping methods of teaching research topics into the conduct of the relevant literature.

2.1 Nine-year Life Curriculum
2.1.1 Philosophy
Education curriculum is the beginning. Need to be life-centered integration of people with their own people and society, the relationship between man and nature. For the development of live interaction and the ability to reflect and build life learning.

2.1.2 Course Objectives
1. People with their own
   (1) From an artistic exploration, appreciation and performance activities, the awareness of the relationship between the individual and the environment and feel the joy of creativity and fun, and enrich the spiritual life of individuals.
   (2) Through life experience, aware of their own growth, potential, physical and mental health, and autonomy.

2. Human and social
   (1) Recognize the characteristics of their surrounding environment and changes in society aware of the relationship between the various networks, thus attention to our own surroundings.
(2) Be willing to participate in various arts activities, expansion of cultural and artistic horizons.

3. Man and Nature
   (1) Like to watch things in the environment, access to discover the fun.
   (2) Be awareness, understanding and care around the animals and plants.
   (3) Prefer using simple equipment, making all kinds of toys or appliances.

2.1.3 Triple Connotation
In the "Nine-Year Curriculum Outline", did not make clear the meaning of life course norms, only in the "competence indicators", stating the capacity of all of its targets, are from the community, Arts and humanities, Three major areas of science and life technology ability to the first stages of learning targets, axis to be classified in accordance with the theme. Analysis of "life course" of the nine major themes axis, That 1-3 axis origin to the social field, 4-6 axis field of arts and culture of origin, 7-9 axis origin of nature and life science and technology, Is based on nine major axis and the corresponding capacity indicators, Can understand the meaning of life courses are as follows:

1. The social field
   Three main axes of the corresponding capacity indicators:
   (1) Awareness of the environment: Describe the home and the environment near the school and the family settled with the movement through, and understand the changes, by close to nature, and thus care for nature and life.
   (2) The experience of the individual and group life: Describe their physical and mental changes. Know that they can play multiple roles. As well as influence others to achieve their purpose, or other groups of course.
   (3) Perceived social and ecological relationships: Describes the scientific and technological development, relationships online as well as important environmental issues. And respecting the differences between the nature of different cultures.

2. The field of Arts and Humanities
   Three main axes of the corresponding ability to target:
   (1) The exploration and performance: The use of visual, auditory, kinesthetic, and various media, art form, engaging in creative activities.
   (2) Aesthetic and understanding: Access to a variety of works of art, participation in community arts activities, understand the relationship between art and life, and appreciate the art of different ethnic groups.
   (3) Practice and Application: Through artistic creation, beautify the living space, and to foster appreciation of the arts should be the order of and attitudes.

3. Natural and life science and technology
   Three main axes of the corresponding ability:
   (1) To develop science process skills: The use of facial features of observed objects and their classification. Learning to use appropriate vocabulary. Compare similarities and differences in pattern or in kind, and object properties of the change in: Aware of things that cause and effect relationships and combined into a meaningful event.
   (2) To enhance the scientific knowledge: Continuous observation of a (or a certain type) plants and animals. To detect changes in state or the reasons for the phenomenon of: Through the manipulation of toys of different experiences of different "strengths": Understanding and use of everyday household products.
   (3) The conservation of the scientific spirit: Culture careful observation, hands-on implementation, organization of work steps, allocation, habit of cooperation with others. So as to realize their vision, aware of their abilities.

From the above we can see the lives of nine-year integrated curriculum for society, arts and humanities and the natural and life to be three major areas of science and technology curriculum integration. Therefore, life curriculum of teachers in editing and curriculum materials to improve its implementation is difficult.

2.2 Teaching Plagued and Related Research
"Teaching plagued" by the research they use a quantitative manner. Subjects are student teachers, beginning teachers, kindergarten teachers, elementary teachers, junior teachers, vocational teachers, specialist teachers, special education teachers. This section explores the meaning of teaching and teachers in troubled by the teaching of research.
2.2.1 Teaching the Meaning of Distress
Troubled by the teachers teaching research, There are many scholars who are the subject to be explored, But scholars of teaching troubled by the naming of different, Some scholars will use the work of disturbed, Terms of work pressure and so on. Teaching staff shall be the teaching, Therefore, the work of disturbed, Working pressure Which means the work of teachers in the teaching encountered trouble or pressure. Therefore, the work of this study will also trouble by the definition of work pressure inductive come together. Following the definition proposed by scholars and experts on the Table 2 below:

Table 2 Troubled by the definition of work and teaching troubled list

<table>
<thead>
<tr>
<th>Researchers</th>
<th>Working definition of distress and teaching troubled by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guo Shiyu (2002)</td>
<td>Troubled by teachers teaching in the teaching process, The individual and external factors, interaction, Unable to meet balance, Thus affecting the conduct of teaching.</td>
</tr>
<tr>
<td>Huang Ying-chi (2002)</td>
<td>Conducted for teachers engaged in teaching too, Self-aware can not effectively solve the inherent conflict, In order to meet their needs, Which led to different psychological or emotional stability and Shell Condition, Heart anxiety, shall become a sense, work fatigue phenomenon.</td>
</tr>
<tr>
<td>Chen Wenqi (2003)</td>
<td>That means the teachers are troubled by the work of teaching situations in the event, self-perception to resolve internal conflicts and can not effectively meet the internal demand, which led to psychological or emotional state of anxiety.</td>
</tr>
<tr>
<td>Caishi Xiong (2003)</td>
<td>Qualifications of teachers engaged in teaching process, the difficulties encountered in teaching, resulting in unable to meet internal standards and requirements and the individual and external factors, the interaction can not be balanced, thus affecting the entry of teaching behaviors conducted.</td>
</tr>
<tr>
<td>Lam, a Phoenix (2003)</td>
<td>Teachers engaged in teaching internship qualifications process, the perception of the difficulties of teaching can not be appropriate solution, while the tension, not security, can not effectively solve the inherent conflict, to meet the internal demand caused by psychological or emotional not an Shell Condition.</td>
</tr>
<tr>
<td>Xu Xin Pu (2004)</td>
<td>Qualifications of teachers engaged in teaching process, the perception of the difficulties of teaching and can not be appropriate resolved, resulting in individual teachers tension, not security, and can not effectively solve the inherent conflict, to meet the internal demand caused by psychological or emotional not an Shell Condition.</td>
</tr>
<tr>
<td>Yu-Xiang Lin (2005)</td>
<td>&quot;Teaching distress&quot; is defined as &quot;teachers in carrying out their teaching work, the inability to effectively address the inherent conflict, to meet the internal demand for, or can not effectively deal with teacher job-related matters, which led to psychological or emotional produce disturbed by the state. &quot;</td>
</tr>
</tbody>
</table>
Teaching troubled Naishi a teacher because of work situations encountered problems, leading to resolve external conflicts, internal demand can not meet the psychological imbalance, thus affecting the conduct of teaching behavior.

Teachers to teach students the process, the question arises, and this problem, teachers can not be solved, but not produce psychological balance Shell Condition.

Teacher means a teacher trouble when resources are insufficient to detect the individual response to external requirements, and the negative emotions.

Teachers from the external pressure is the pressure of the work situation, and psychological needs of the lack of coordination, a long time generated by maladaptive emotional, physical exhausted.

Teacher stress is a pleasure from the work of teachers, the experience of negative emotions may lead to teachers, anger, anxiety, tension, anxiety response.

Taking all these troubled scholars for teaching and working definition of distress, In this study, is defined as the teachers in the teaching troubled by the course of teaching, the perception of the difficulties of teaching and unable to effectively discharge the internal conflict, to meet the internal demand, or effectively deal with matters relating to the functions of teachers, which led to psychological or emotional anxiety state.

From a number of scholars to explore the teaching troubled by the study, found that the main difficulties of teaching professional knowledge and ability, Textbooks, Teaching resources, Teaching Equipment, Time management, Teaching assessment, School administration , Interpersonal relations, Class management, Teaching practices, Teaching materials, Teaching materials.

2.2.3 Factors That Affect the Teaching Troubled

Gejia scholars in the study of the teaching of the teaching disturbed, they are troubled by the adversely affected the teaching of the relevant factors into consideration, so that relevant factors, the researchers divided into "personal background variables" and "school background variables" to be discussed

1. Personal background variables:
   1. Gender
   2. Positions
   3. Four years of teaching experience
   4. Teachers develop the background

2. Student background variables:
   1. School size
   2. Class Size

2.2.4 Teachers Face Difficulties in Coping Strategies of Teaching

Recently, in the teacher or teaching troubled study found that most of the research findings are: Teachers in the event of difficulties, the most common way of coping help others. Seeking assistance of the targets to the nearest schools, and senior teachers mainly.

2.3 Study of Life Course-Related

"Life Course" for the lower grades nine-year curriculum of study areas, from the Republic of Bashiqinian from pilot to90 school year, to officially take effect, therefore, the life course related research began to emerge only from the Republic of 89 years. A summary of relevant domestic life curriculum related research as follows:

Taichung County and 311 for the use of different versions of the life of the textbook grade teachers in the implementation of a survey study found that teachers in their opinions on the content of textboks, most tend to positive, 53.3% of subjects considered to be living textbooks, natural and life science and technology, the content of the relevance of the distribution of the ratio, with 96.5% of teachers in the teaching will be in accordance with the school environment or their own views on flexibility in the adaptation of teaching content, teaching life curriculum that the biggest source of problems is "content does not cut." In addition teachers think that life curriculum in the "Art and the Humanities" is the most difficult to teach.

Lower-grade teachers in elementary curriculum of life status of the implementation of the
investigation and study, found that the curriculum content, teachers are mostly on the "Nature and life science and technology", "Arts and Humanities" disturbed area of teaching, the main reason is that teachers think their own expertise in these two areas are lacking. Or because of environmental factors, teaching resources, teaching aids and other less accessible, making teaching and learning created no difficulties. The majority of assessment in teaching the lower grades of teachers think that life curriculum must be multi-faceted approach to assessment. However, its assessment does not in itself a certain objective criteria, which makes half of the lower-grade teachers think that a wide range of assessment is not easy to implement. Overall, the lower grades in elementary school teachers implement the curriculum of life in current times, the lower grades teachers think that is too shallow of course is the biggest problem; In three areas in order to "Arts and Humanities," the more difficult areas of teaching; Overall, more than half (55.8%) of the lower grades teachers feel troubled life curriculum.

Disturbed by the widespread lack of confidence. The expertise of the teachers themselves as well as restrictions on over-reliance on textbooks, so that during teaching are often unable to present a balanced curriculum integration and coherence. As well as the various versions of textbooks, course content uneven share of the very serious problem, leading to reduced to match the nature of certain areas or ignored, in which the "arts and humanities" areas, courses the lack of systematic teaching and learning activities most obvious. The "Art and the Humanities" field courses, which involve professional knowledge and skills needs of the most difficult to achieve effective teaching, so in the life course of "Art and the Humanities" areas be reduced to singing and drawing and other decorative style of the role of the arts learning objectives, teaching assessment has been seriously neglected or even misleading, art classes being fuzzy faced with crisis. Further courses will be living the problems arising, such as curriculum ideas summarized objectives, basedLayer teachers, textbooks. As described below:

1. Curriculum ideas, objectives and assessment areas:
   A. Curriculum ideas, objectives and a lack of competence indicators connected.
   B. The lack of a clear framework for life curriculum.
   C. Teaching the content covered is too broad.
   D. Lack of course experiment, teachers agree that degree is not high.

2. Primary teachers:

   A. The teaching profession and teaching autonomy.
   B. Rigid Course Scheduling, framed limited collaboration among teachers.
   C. The integration of "arts and humanities" field courses that too broad, teaching more difficult to upgrade.
   D. Teaching programs and assessment can not be agreed and implemented.

3. Textbooks:

   A. The version of the editorial committee members should be well balanced professional academics.
   B. The version of the high commonality of teaching materials.
   C. Failed to student-centered teaching strategies not open enough.
   D. Teachers' manual evaluation methods to assess are not clear.
   E. "Arts and Humanities" the field of music content, extent inappropriate. Integration of life course is a super course, due to indulgence of society, nature and life technology and the arts and humanities the three areas, such a large range of curriculum integration will not only lead teachers in designing curriculum and teaching has caused many difficulties in curriculum implementation also the teaching ability of teachers to form a high level of challenge. In addition, some of the lack of integration of the three major areas of philosophy and guidelines, curriculum goals and ideals too difficult to implement. Primary teachers is constantly put forward the "Arts and Humanities," the field of the lack of systematic, course content varies the proportion of do not know how to challenge and lack of confidence in teaching response. Therefore, in practical life curriculum of teachers teaching in the field, it faces the challenges of personal adjustment and, worse of all the teachers in other learning areas.

From the above study can be found living programs provide teachers with professional knowledge and ability may be inadequate, curriculum integration, teaching assessment, teaching equipment and interpersonal relationship problems.
3 Methodology
3.1 Research Architecture
For the sake of objective analysis of the elementary life curriculum Teaching distress and coping methods, based on research purposes, through the collection and study literature, the research framework is showed in Fig. 1

Fig. 1 Research Structure

3.2 Study
3.2.1 Questionnaire Survey
This study used stratified random sampling approach to Kaohsiung 88 municipal elementary school teachers in Life Course questionnaire survey.

3.3.1 Preparation of the Questionnaire
3.3.1.1 Questionnaire Content
The first part is background information, including the subjects of personal and basic information related to the environment 7 (teacher gender, teacher seniority, qualifications, professional and cultivation of positions) and environmental variables (school size, class size) and other background information.

The second part of the elementary life curriculum teaching troubled, divided into seven categories, including:
1. Professional Knowledge and Ability
2. Teaching Practice
3. The School Administration
4. Teaching Resources
5. Class Management
6. Time Management
7. Interpersonal

The third part of the curriculum for a living, teachers, faced with difficulties of coping strategies of teaching practice, divided into two levels:
1. Let it do not solve the problem
2. Ways to find a solution

3.3.1.2 Questionnaire Respondents had with the Scoring Method.
The second part of questionnaire adopts Likert-Type Scale Method. Teaching troubled by the degree of cumulative scores for each question, higher scores indicated that elementary life curriculum of teaching the higher level of distress. The third part of "coping strategies" scoring method, in accordance with all samples of the response strategy, the actual practice of options, the check (multiple selections possible) the number of times to do statistical analysis of narrative to understand teachers solve teaching troubled coping strategies.

3.3.2 Interview Survey
This study adopts semi-structured interviews, which aims to understand the life course difficulties of teaching on-site instruction. Interview dimensions were "professional knowledge and ability," "teaching practice", "school administration", "teaching resources", "class management", "time management", "interpersonal relationships". The investigation of the teachers are willing to accept the list of interviews to learn more about serving elementary school teachers the actual situation of distress.

3.4 Data Analysis
3.4.1 Part of the Questionnaire Survey
This study collected questionnaire to be valid questionnaires were coded by SPSS statistical software package to conduct statistical analysis of the various tests and analysis are significant using α = .05 level. Using statistical methods including the number of percentage, mean and standard difference, t test, one-way analysis of variance (ANOVA) and Scheffe method (Scheff) post hoc comparison.

3.4.2 Survey Part of the Interview
Interview process, the prior approval of the respondents agreed that, with its on-site interviews tape-recorded throughout data collection, and at the same time to make summary notes to facilitate the interviews after the aggregate analysis. After the interview, recorded interview data will be transcribed into written materials, and coding to facilitate the conduct of data analysis.

References:
[3] Cannella, G. S, Natural Born Curriculum - Popular Culture and the Presentation of


