



Analysis on Job Burnout of College Teachers

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Abstract: Higher education is an important part of education in China and plays an irreplaceable role in national economic construction, scientific and technological progress and social development. The professional development of college teachers plays an important role in the development of colleges and universities. The long-term development of teachers in professional concept, attitude, knowledge, ability, affection and so on can realize self-wish and individual professionalization. However, in the process of career development, some teachers will appear job burnout, which will seriously affect the rapid development of teachers. Therefore, the research and analysis of the phenomenon of job burnout of college teachers can help teachers through this bottleneck period smoothly, gradually move to the peak of occupation on the road of career development, and play the greatest role in the construction of colleges and universities. Through the analysis and discussion of the general situation of college teachers' job burnout, we can prevent and alleviate job burnout, and then put forward effective strategies, which plays an important role in the sustainable development of colleges and universities.

Keywords: Higher Education; Teachers; Job burnout

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1 Introduction

The state of teachers is related to the orderly development of higher vocational education. Teachers' job burnout will affect their career prospects and the steady improvement of higher vocational education^[1]. We can see that the work pressure of

college teachers is widespread, and the degree of pressure is not low. These include severe stress, moderate and mild stress^[2]. teachers are the backbone of teaching reform in colleges and universities, but in fact, college teachers are under great pressure in the process of teaching and scientific research, the weakening of teachers' subjective consciousness and the unreasonable existence of related evaluation system are becoming more and more serious. At the same time, the practical requirements of some colleges and universities are higher than before, which requires teachers to have skilled practical operation skills in addition to theoretical teaching. Teachers are required to be able to teach theoretical courses and to have professional qualifications in their major or profession. College teachers under so many pressures inevitably produce job burnout phenomenon. It is urgent to establish the intervention mode of higher vocational teachers to deal with job burnout.

2 Concept of teacher burnout

Job burnout was first studied in the 1970s, Psychoanalyst Freudenberg was the first scholar to pay attention to the study of job burnout. He used interviews, case studies, observations and other methods to find that there is emotional exhaustion in the work of medical workers, Loss of responsibility and other outstanding problems. A representative researcher in this field is Maslach, through field research and empirical research, Has developed the field so far the biggest influence, plays the foundation stone function the Maslach profession burnout feeling scale Maslach Burnout Inventory, MBI. for short. And it concludes the scale contains emotional exhaustion, depersonalization, low sense of achievement three dimensions. MBI released a special version of the

MBI-ES, for teachers It is specially used to measure teachers' job burnout. At the beginning of this century, the study of job burnout is gradually developing in China. Domestic scholars Wang Fang, Xu Yan on the basis of MBI-ES combined with the actual situation of primary and secondary school teachers in China compiled the "Chinese primary and secondary school teachers job burnout measurement table ", Innovative addition to the dimension of knowledge depletion, So that the table can reflect the modern teachers in the face of rapid upgrading of knowledge and panic. Later researchers and teachers gradually increased with the changes of the times, such as multimedia technology, Network technology, The reform of online teaching mode brings pressure to teachers. In the face of new forms and social development, teachers feel anxious and uneasy in teaching and scientific research, while long-term anxiety and stagnation make teachers more tired and confused about the prospect of career development. But there is no solution.

3 Analysis on the Causes of Job Burnout for Higher Vocational Teachers

As the communicators of higher education, college teachers play an important role in college education, teaching and scientific research activities. At the same time, they also play many roles in the family and society, and expect many roles to be competent. Therefore, they face more pressure and confusion. At the same time, the key period of the change of the times, the impact of electronic information technology and online teaching on teaching, and the lack of awareness of teachers' mental health and self-management lead to the phenomenon of teachers' job burnout.

The psychological imbalance caused by the high expectation of society and the gap between reality. Teachers have always been defined by society as a wiser who can "preach, teach, solve doubts", known as "human soul engineers ". Since ancient times, the whole society has a high expectation of teachers, teachers have been set as "sacred" and "noble" individual image. This puts forward higher requirements for teachers' professional development and makes teachers face unprecedented pressure. With the rapid development of network information, the way for students to acquire knowledge is gradually broadened. Sometimes students know more comprehensively than teachers in a certain knowledge

point, which puts forward higher requirements for teachers' self-improvement and knowledge cultivation, and teachers face stronger pressure. On the other hand, after educators walk off the platform, teachers always encounter some practical problems in real life. In the face of these problems, teachers with narrow social face can not be solved satisfactorily, and can not meet the psychological expectations of teachers. In the long run, the pressure of teachers in society and family will eventually make teachers have difficult distress and entanglement, which will bring hidden dangers to teachers' mental health.

The pressure of school management policy. The title of the "baton" to the teacher caused the greatest pressure. Compared with primary and secondary school teachers, college teachers also face the pressure of scientific research. Teaching requirements of colleges and universities keep pace with the times, teaching materials, teaching objectives, teaching means and teaching methods are constantly reforming and innovating, so teachers face more severe challenges in teaching and scientific research. In addition, many of the conditions for the evaluation of teachers' titles in colleges and universities are directly related to the achievements of scientific research, and scientific research has become the main basis for the promotion of teachers' titles, so teachers need to squeeze out more time to complete the research tasks of scientific research projects. The teaching task of ordinary teachers is already very heavy, and now we have to spare time to do scientific research, and there is a lack of corresponding guidance and help in scientific research. Teachers need to carry heavy teaching, practical training courses, their own lives to climb the mountain of scientific research, and some teachers have to act as mentors, internships, apprenticeships and other tasks. The superposition of these different tasks makes most teachers tired.

Teachers' mental health self-management ability is weak. College teachers, with the aura of "teachers", have been acting as students' puzzles, but in fact, teachers also face many problems in social and school life, not every problem can be solved perfectly. Teachers are reluctant to ask for help because of self-esteem. What is more serious is that when teachers appear all kinds of psychological confusion and entanglement, they are ashamed to go to professional institutions for help, and they dare not go to psychological hospitals for formal treatment,

so that teachers' anxiety psychology can not be better released and alleviated. The teacher was tortured by pressure.

Teachers lack a clear understanding of my career development. Teachers, especially young teachers, lack self-planning in the process of career development, and face the bottleneck of career development. Teachers usually have a certain plan for their professional development, and each department will also make relevant professional development plans, can actively lead teachers to professional development planning. However, teachers lack guidance in the part of lifelong career development. Some teachers know nothing about their own career development, do not know their own career development law, and do not know the law of job burnout on the road of career development, of course, they can not come out of job burnout as soon as possible.

4 Solutions to Job Burnout for College Teachers

Policy assistance can help teachers relieve stress and improve their job burnout. A large part of teachers' job burnout is caused by objective environment, which poses a great challenge to teachers. (1) Call on the whole society to respect teachers. Spiritual satisfaction is very important to teachers. The respect and recognition of teachers by society can make teachers get spiritual pleasure, increase their confidence in their career, and help teachers devote themselves to their career. In many cases, respect for teachers needs to provide sufficient external support to teachers. Teachers are no longer regarded as teachers, but as dedicated educators. We must give some support and encouragement to the work of soul shapers in order to make us more seriously involved in the work. This requires the propaganda of master morality and teacher style, strengthen the propaganda of respecting teachers, let the whole society fully recognize teachers, and be full of reverence for people's profession, in order to form a joint force and promote teachers' professional development. (2) Material assistance. Teachers live in this society will encounter a variety of reality of trivial things, and even some life and death of the big things. We hope that teachers can get practical help in all aspects, such as strengthening teachers' housing, medical treatment, parenting, insurance and so on, so that they can really

relieve the pressure on teachers' life, work, children, old-age care, health and so on.

The implementation of school care system is a strong guarantee for teachers' education and teaching enthusiasm. The humanistic care of the school is the most warm backing for teachers. Most of the time teachers are in the school environment, a lot of practical guidance and help or more rely on the support of the school. First, improve the teaching environment and strengthen teacher training. Keeping pace with the times is the first condition to increase the teaching effect and the best condition to ensure the freshness of teaching. At the same time, we should increase the input of teaching hardware and software, perfect teaching facilities, and facilitate teachers' teaching by modern teaching means. Finally, we should also attach importance to inter-school and international training, regular and long-term short-term training, so that teachers can broaden the space for development, but also enable teachers to keep up with the current pace of reform, not to be left behind by the times. Second, reform the teacher evaluation system. We liberated teachers from the high-pressure evaluation system. At present, the pressure of scientific research and professional title evaluation of teachers in higher vocational colleges is increasing day by day. Many times, if teachers' scientific research achievements are not outstanding, they can only be at the intermediate professional title level for a long time, which inevitably produces hopelessness, boredom and fatigue. Such emotions have a negative impact on teaching. Third, improve the teacher life care center. Teachers' ability to social activities is limited, and problems encountered in life are usually not easy to solve, usually requiring more external assistance. The teacher care center is a good helper to help teachers solve life problems. In this way, teachers have more time to study and practice teaching and scientific research projects.

Improve teachers' self-career planning ability. External coordination and help only play an external role for teachers to get out of job burnout, and teachers' self-career awareness and career planning ability are the ultimate motivation for teachers to resist job burnout. First, self-efficacy consciousness. Self-efficacy consciousness is a professional belief that teachers have firm confidence in their educational undertakings. This strong drive can activate teachers' enthusiasm for teaching and scientific research,

and then produce a sense of achievement in work. Encourage teachers to keep forging ahead. Even in the way forward encountered setbacks and bottlenecks can overcome difficulties, gradually to the peak of the career. (2) Enhancing teachers' career planning ability. Teachers' ability of career planning provides teachers with a global view, making teachers realize that burnout is only a process that must be experienced in the process of career development. This emotion is transient and temporary. After a period of adjustment, you can certainly get out of the bottleneck period. Every teacher should understand that the development of teachers' career should go through five stages: novice stage, development stage, mature stage and peak stage. Career withdrawal period. The burnout period usually appears after the mature period of occupation. This burnout period is the stage of teachers sprint to the peak period, after which teachers can reach the peak period smoothly. (3) Personalized career planning. Every teacher should learn to make a perfect career development blueprint for himself. The design of teacher career planning needs the support of the school, set up the teacher career planning center, assist each teacher to complete the individualized career planning, but also learn to revise and update their own plan according to the external changes. At the same time, each part should also be responsible for guiding their teachers' career planning, so that it is also in line with the development of each part, and provide guidance at any time. This blueprint can show teachers the goal and concrete steps of work, erect a lighthouse for teachers in fog, and not lose themselves in the long career voyage. (4) Improving mental health awareness. As senior intellectuals, college teachers should have the ability to adjust their healthy mentality. A healthy attitude lays a solid foundation for teachers' life education and life and study. Every teacher must have the ability of self-regulation and self-emotional repair, and sometimes the ability to

ask for help from the outside world. In the career will inevitably encounter a lot of problems and puzzles, teachers should make full use of units and departments to help themselves out of professional difficulties. And each part is also duty-bound to provide help to teachers, so that teachers devote themselves to teaching and scientific research.

5 Conclusion

The overall quality of college teachers determines the result of college education reform. The ability of teachers' career development in colleges and universities is related to teachers' lifelong career development. If both schools and teachers can understand each other, schools can actively help teachers to do a good job planning, and teachers can also mobilize their internal enthusiasm. Complete their own career development plan, you can smoothly through the job burnout period. To sum up, the emergence of job burnout of college teachers will not only endanger the mental health and mental health of college teachers, but also affect the quality and efficiency of teaching activities in colleges and universities. Although teachers are under unprecedented pressure in teaching and scientific research in colleges and universities, as long as schools and teachers themselves can actively strive to find personalized solutions, they will be able to successfully survive job burnout^[3].

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