

# Studying Strategies on Private Primary and Secondary School Teachers' Job Burnout

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## ABSTRACT

Job burnout is an experience of emotional failure state under pressure for a long time. Teacher is higher group of job burnout. Solving the problem of teachers' job burnout is an important way to promote the professional development of teachers, protect their physical and mental health, and improve the quality of teaching. The article analyzes the factors that influence the job burnout of teachers in private primary and secondary schools from three aspects: individual factors, school factors and social factors, so as to put forward effective strategies to deal with the job burnout of teachers.

**Keywords:** Private Primary and Secondary Schools, Teachers' Job Burnout, Factors, Strategy.

## 1. INTRODUCTION

According to the proposals for formulating the 14th Five-Year Plan (2021--2025) and the Long-Range Objectives Through the Year 2035, it is clearly put forward to build a high-quality education system, to improve the ability and quality of teachers. Teachers are the key factors to improve the education quality in private school. The quality of teachers' physical and mental health will not only affect their own professional development, but also have an important impact on students' study and life, thus affecting the quality of teaching in private school. According to the relevant researches, teachers' job burnout has a deep influence on the education, students' learning and the development of physical and mental health. Therefore, it is of great significance to study job burnout of private primary and secondary teachers for the development of schools, the practice and implementation of the 14th Five-Year Plan and the Long-Range Objectives Through the Year 2035.

## 2. THE MEANING OF TEACHERS' JOB BURNOUT

### 2.1. Job Burnout

Different scholars have different understanding about job burnout. For example, American psychologist Freudenberger proposed job burnout in 1974. He believed that job burnout was one of the most likely

symptoms of emotional exhaustion in the helping industry.<sup>[1]</sup> Maslach and Jackson suggested that job burnout was a symptom of emotional exhaustion, de-individuation and low achievement in the career areas for people.<sup>[2]</sup> Xu Yan and Cai Rong thought that job burnout referred to a phenomenon of physical and mental fatigue and a decline in their working ability when people were not interested in the work they were engaged in, lack motivation, work passively, and thus experienced boredom in their work.<sup>[3]</sup>

### 2.2. Teachers' Job Burnout

Foreign scholars believed that teachers' job burnout was the failure of emotion, attitude and behavior caused by teachers' long-time stress experience. Experts in our country believed that teachers' job burnout was an abnormal behavior and psychology. It was the high mental fatigue and tension of individuals in emotional, cognitive thinking and behaviors for the long-term and high-intensity work pressure, long-term mental fatigue and negative feelings caused by various negative stimuli surge.<sup>[4]</sup>

The author thinks that teachers' job burnout is a kind of non-normal psychological and behavioral experience, which is the exhaustion state of individual attitude, emotion and behavior caused by mental fatigue and negative influence under the long-term high intensity work pressure environment.

The typical symptoms of teachers' job burnout are low job satisfaction, loss of work enthusiasm and interest, and emotional alienation and apathy. Its harm is mainly reflected in affecting teachers' physical and mental health, emotional depression, loss of teaching enthusiasm, and value decline, professional identity and sense of achievement decline, reducing or refusing to contact or even cut off contact with students. The above manifestations will affect the work of school teaching, the students' physical and mental health, and even the individual family.

### **3. FACTORS AFFECTING TEACHERS' JOB BURNOUT**

The existing studies have analyzed the influencing factors of teachers' job burnout from personality traits, self-efficacy, emotional regulation, teaching efficacy, social support, satisfaction, subjective well-being, professional identity, and so on. This study mainly analyzes from three aspects: individual factors, school factors and social factors.

#### ***3.1. Individual Factors***

Individual factors mainly include demographic variables such as gender, learning period, teaching age, personality and cognitive characteristics. This study suggests that the individual factors of teachers' are mainly reflected in the following aspects.

Firstly, teachers' job burnout is reflected in fuzzy goals and inaccurate self-positioning. When teachers are stimulated by stress in their jobs or by the negative influence of their surroundings, they will show that their ideal pursuit disappears, their sense of achievement decreases, their values of life are lost, their learning and knowledge renewal are no longer valued or even abandoned, and their negative thoughts, learning and not learning are the same, and so on. In the long run, teachers' professional growth will inevitably be affected, resulting in negative emotional and behavioral experiences, no clear understanding and accurate evaluation of themselves, and inaccurate self-positioning. Thus teachers' job burnout is produced.

Secondly, teachers' job burnout lies in the difference of teaching age. According to the relevant research, job burnout rise firstly and then decrease with the increase of teachers' teaching age. Such as, the lowest teachers' job burnout of 0-2 years, higher than that of the former of 3—5 years, the highest that of 6 to 10 years, and decreasing after 10 years of teaching age. With the increase of teaching age and the enrichment of teaching experience, teachers can deal with all kinds of problems encountered in education and teaching flexibly and freely, but because of the ambiguity of goals, the lack of work passion, and the phenomenon that self-feeling returns are too little due to the increase of experience, it

causes psychological imbalance and leads to job burnout in psychology and physiology.<sup>[5]</sup>

Finally, teachers' job burnout comes from the cognition of their own work mistakes. Because schools formulate some rewards and punishment systems in order to improve the rate of entering the higher level in private primary and secondary schools, teachers' wrong understanding of the enrollment rate leads to job burnout under higher pressure. The self-consciousness of primary and middle school students is increasing with the increase of age, while teachers who are lack of some teachers' knowledge of pedagogy and psychology are bound to increase their difficulty in teaching and management. Thus they produce false cognition of work. It leads to teachers' job burnout to be a lack of patience for students, lack of passion in class, boredom of teaching and so on.

#### ***3.2. School Factors***

The main place for private primary and secondary school teachers to work is the school. They spend most of the day in the school, and even some teachers spend a week in the school. It will affect teachers' role conflict and role ambiguity that are the management mode, working environment, leadership style, school organization structure and atmosphere, reward and punishment system, interpersonal relationship and other factors. Thus increasing their work pressure will lead to teachers' job burnout. Others come from the management ideas of school leaders, teachers' own cognitive level, the heavy pressure of teaching tasks, the response of various examinations, the promotion rate and the competition ranking. All of these factors will lead to teachers' job burnout.

#### ***3.3. Social Factors***

The society places very high expectation to the school, also certainly to the teacher. The social evaluation to the teacher is much higher than that of ordinary people, such as the enrollment rate, student achievement, various competition ranking and so on. When teachers' behavior is inconsistent with the social judgment standard, they will be criticized and condemned by public opinion, which will lead to the surge of teachers' psychological pressure and then produce teachers' job burnout.

Teachers' social status and social treatment are unfair. Teachers' social status and treatment have been greatly improved than the previous ones. But comparing with other industries, they should be treated with due respect and higher treatment because of the particularity of teachers' profession. While in reality, they are still low social status and unfair treatment. The theory of social comparison holds that individuals will have social comparative motivation in order to eliminate the

uncertainty of oneself and its surrounding environment, so as to seek others who are the object of comparison, especially others similar to themselves.[6] Teachers believe that there will inevitably be job burnout in a variety of more unfavorable to their own development.

#### **4. EFFECTIVE MEASURES TO SOLVE TEACHERS' JOB BURNOUT**

##### ***4.1. Improving Individuals Self-efficacy***

Self-efficacy is an individual's confidence that he can motivate and make the necessary efforts to succeed in the face of challenging work.[7] Previous studies have shown that people with high self-efficacy have more psychological energy to work. Therefore, teachers should strive to improve their self-efficacy and establish positive psychological experience.

When teachers encounter problems in education-teaching, they dare to face and challenge, actively seek effective solutions, constantly adjust their own goals, reorient themselves correctly, and urge themselves to achieve their goals as soon as possible, complete all tasks smoothly. They should set up advanced ideas and correct values, constantly study and update knowledge, actively imply themselves from psychology to improve their work motivation. They would keep pace with the current social development better through continuous learning to improve their comprehensive quality and professional literacy, to keep up with the pace of the times, to meet the needs of social development and their own professional growth. At the same time, teachers should constantly adjust their own emotional experience, establish good interpersonal relationships, form positive psychological cues, and deal with all kinds of difficulties in work and life positively, optimistically and open-mindedly.

##### ***4.2. Establishing Human-oriented Ideas in School***

The national document policy emphasizes that schools should set up the concept of "human oriented". Teachers are the core force of school work, but also to human oriented. First of all, we should establish and perfect scientific and reasonable rules, including the evaluation mechanism of teaching, that of rewards and punishments, teachers' democratic decision-making power, and reasonable suggestions and opinions. Schools should provide teachers with material and psychological resources, and establish a positive and pleasant campus culture, so that they can achieve their own teaching goals and individual development objects. Secondly, they can carry out rich and diverse learning and training activities for teachers. Because teachers will inevitably encounter bottlenecks during the career development, schools should provide teachers with learning, training and improving opportunities. It can

help teachers grow rapidly in comprehensive quality and professional accomplishment by communicating with the outside world, updating their educational ideas and knowledge reserves. For new teachers and young teachers, we should give more care, provide high-quality resources for their study and reference, help them to be able to find the core points of their work at the beginning of their entry. These can help them easily deal with the encountered difficulties in the work and life. Teachers can also learn from each other through teaching observation and other activities. Finally, schools help teachers to adjust their emotions. Schools can hold lectures on emotional regulation to improve teachers' emotional adjusting ability. Experts pay attention to explaining the essence and strategies of emotional regulation, so that teachers can master the basic knowledge of it, and then explain the skills and techniques of emotional regulation. They can ask teachers to demonstrate or operate on the spot in order to master the skills. So that teachers can apply the acquired skills to the teaching and daily life, solve the practical problems they encounter, and help teachers cope with their negative emotional experience. By learning from the method of self-efficacy promotion to emotional regulation self-efficacy, it can improve teachers' self-efficacy as the object. The essence of emotion regulation self-efficacy is also a self-efficacy with emotion regulation as the object.

##### ***4.3. Proving Good Social Support***

China's Education Modernization 2035 clearly points out the improvement of teachers' social status, that of teachers' treatment guarantee system, that of the long-term linkage mechanism of teachers' wages in primary and secondary schools, the strengthening of teachers' recognition, and the efforts to improve teachers' political, social and professional status. The society should really practice respecting teachers, constantly improve teachers' social status and welfare, and guide parents to correctly understand the particularity of teachers' profession. Teachers strive to be good citizens of society, good children of the family, good parents, good teachers of society, school and parents, and bear many pressures and responsibilities. Therefore, we should establish a good social support system to reduce the pressure and burden of teachers in order to make their physical and health development, so as to better meet the expectations of society, and as much as possible to meet the expectations of parents.

#### **5. CONCLUSION**

The problem of teachers' job burnout in private primary and secondary schools is a long-term and complex problem. In order to solve the problem of job burnout of private primary and secondary school teachers, it needs the joint efforts of society, schools,

teachers and educational organization departments to solve it from different aspects and different channels. This paper puts forward some suggestions to deal with the problem of teachers' job burnout from three aspects: individual self-efficacy, human-oriented ideas and good support from society. This research still needs to continue the deeper and multi-angle exploration, and will continue to explore later, through research, data analysis and other means to do a wide range of research, to promote the problem of teacher burnout contribution.

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