



Research on the Influence Mechanism of Job Burnout among Young Female Teachers in Universities

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Abstract. In the booming development of higher education, young female teachers in universities have become the key force to promote talent cultivation and scientific and technological innovation, but the problem of job burnout is plaguing this group. This study takes "double first-class" universities in Beijing as samples to deeply analyze the causes and influence mechanisms behind the phenomenon of job burnout among young female teachers in universities. The study starts from the perspectives of work expansion pressure and female role pressure, and introduces fertility support as a moderating variable. The results of the study showed that both female role stress and work expansion stress significantly and positively predicted job burnout, while fertility support played a significant role in moderating the relationship between female role stress and job burnout.

Keywords: job burnout; work expansion stress; female role stress; fertility support

1 Introduction

During the period of social transformation in China, higher education reform in full swing^[1]. It is of great significance for the technological progress and social development of the country. However, the strong motivation of the desire to become a success and the need for self-realization, coupled with various psychological pressures, making young teachers in universities become a high incidence group of job burnout^[2], the job burnout of teachers in universities, once produced, will have a negative impact on all aspects of teachers' work and life^[3]. As the backbone of China's independent cultivation of top-notch innovative talents and the realization of technological self-reliance, young female teachers in universities have more serious job burnout problems than male teachers, which adversely affects the sustainable development of individuals, students, schools and even the society, and needs to be solved urgently. So, the study will focus on the female perspective, explore the complex causes behind the phenomenon of job burnout among young female teachers in universities. Based on precise and in-depth research conclusions, targeted and practical guidance strategies will be proposed.

2 Literature Review

job burnout was firstly put forward by American psychologist Freudenberger (1974), who believed that job burnout is a situation of physical exertion and low mood of an individual due to excessive stress and long working hours^[4]. Since then, research on job burnout has begun to flourish at home and abroad. Among them, Maslach believes that job burnout is a psychological syndrome, which is mainly manifested in three aspects: emotional exhaustion, depersonalization and low achievement^[5], which has been very widely used in the academic research process.

With the in-depth study of the phenomenon of job burnout in the academic community, research on job burnout among young university teachers has also yielded representative academic achievements. Among the domestic scholars, Zou Peiyun, based on the "mixed four-factor model", proposed that the formation process of job burnout among young university teachers is composed of a network system of personal disposition factors, social evolution factors, educational quality factors, and cultural awareness factors, which has characteristics of integrity, complexity, and adaptability^[6]; Wang Ming, starting from the perspective of psychological capital, believes that it has a significant negative predictive effect on job burnout among young university teachers^[7]; Xing Qing and Kong Xiamen believe that the main factors of job burnout of young university teachers are the inability to balance work (teaching, research)-family, the pressure of title promotion, and the lack of social support^[8]. Among foreign scholars, Agyapong believes that the relevant factors affecting teacher job burnout, anxiety and depression include socio-demographic factors, as well as school (organizational) and work-related factors^[9]; Wilkerson and Bellini consider role conflict and role ambiguity as an important risk factor for teacher job burnout^[10]; Castao and Gloria believe that teaching-research conflict contributes to the development of job burnout among young teachers in higher education^[11]; Shanafelt develops the study of job burnout among teachers in higher education from the perspectives of personality traits, acquired resources, and occupational stress^[12].

Looking back, the academic community has achieved fruitful results in the rich and diverse perspectives of research on job burnout among young teachers in universities. And it is not difficult for us to find in our daily life that young female teachers tend to show job burnout tendency more commonly than male teachers due to the conflict of social roles, which are subject to the conflict of multiple roles of research, family and teaching. In this regard, Liu Qi^[13] and Li Yuechi^[14] believe that the conflict between family and work is an important reason for young female teachers in universities to fall into job burnout; some scholars believe that young female teachers in universities are in the double squeeze and pressure of "ethical responsibility" from the family and "existential pressure" from the profession. Some scholars believe that young female teachers in colleges are in the double pressure and intersection of "ethical responsibility" from family and "existential pressure" from profession, which can easily produce self-perception of "dereliction"^[15] and lead to the generation of job burnout. However, there is a relative lack of research on job burnout among young female teachers in universities, and there is a lack of systematic elaboration and research on the causes of this phenomenon and its influencing factors.

3 Research Hypotheses

In order to understand and grasp the current situation and causes of job burnout among young female teachers in universities, this study will take young female teachers from Beijing's double-first-class universities as the research subjects. It will start from the perspectives of work expansion pressure and female role pressure, and introduce fertility support as a moderating factor. By using questionnaire survey methods and data analysis methods, an influence mechanism model will be constructed. The following are the research hypotheses:

3.1 Main Assumptions

Work expansion pressure refers to the work pressure brought about by the increasing diversification of work tasks and the gradual increase in the difficulty of performance indicators faced by teachers in universities. It makes young female teachers in universities can not feel the realization of their own value in their work^[16], the lack of a sense of value to deconstruct the teachers' own professional identity.

Based on this, Hypothesis H1: Job expansion pressure positively affects job burnout among young female teachers in higher education.

Female role pressure refers to the pressure brought by the fact that women bear both professional attributes and gender attributes and play multiple roles^[17], and its impact on job burnout is manifested in the way that one role inhibits the performance of the other^[18].

Based on this, Hypothesis H2: Female role stress positively affects job burnout among young female teachers in higher education.

3.2 Moderating Effect Assumptions

Maternity support mainly refers to the time guarantee, financial subsidy, service supply and employment support for maternity provided to parents, children, grandchildren and other stakeholders by the government, enterprises, society and community and other supportive bodies, and forms a coordinated interaction with the external institutional, material, service and social environments^[19]. Maternity has a significant negative impact on women's employment, hindering women's career advancement and lowering their wage income^[20], causing interruption of women's human capital accumulation^[21]. Therefore, providing maternity support to young female teachers in universities can reduce the negative impact of maternity on women to a certain extent.

As a result, Hypothesis H3: The extent to which fertility support moderates the effect of female role stress on job burnout among young female teachers in higher education.

4 Analysis

4.1 Multiple Linear Regression Analysis

After controlling for age, marital and childbearing status, subject category and title,Conduct a multiple linear regression analysis with job burnout of young female teachers in universities as the dependent variable, and female role stress and job expansion stress as the independent variables, Model 1 was obtained (see Table 1). As can be seen from Table 1, the significance of female role pressure ($p=0.003$) and work expansion stress ($p<0.001$) are both much lower than 0.05, both are significant predictors of job burnout among young female teachers in universities. And the standardized coefficients of female role stress and work expansion stress are both greater than 0. Both of them are positive predictors of job burnout among young female teachers in universities. After passing the statistics of covariance, the Tolerance of both independent variables is 0.685, and the VIF is 1.460, which indicates that there is no serious problem of multicollinearity in the model, and increases the credibility of the model results.

Table 1. Multiple Linear Regression Analysis

	regression coef- ficient	95% CI	covariance diagnosis	
			VIF	tolerance level
a constant (math.)	1.880** (10.030)	1.512 ~ 2.247	-	-
Pressure on women's roles	0.175** (2.966)	0.059 ~ 0.290	1.460	0.685
Work Expansion Stress	0.168** (3.482)	0.074 ~ 0.263	1.460	0.685
R2		0.172		
F-value□		$F(2,229)=23.727, p=0.000$		

Note: Dependent variable = job burnout
* $p<0.05$ ** $p<0.01$ t-values in parentheses

4.2 Analysis of Moderating Effects

After the multiple linear regression analysis, this study proceeded to construct a moderated effects model. Model 2 has female role stress as the independent variable, job burnout among young female university teachers as the dependent variable, and fertility support as the moderating variable. The test results are shown in Table 2.

As shown in Table 2, the interaction term between female role stress and fertility support was significant in predicting job burnout among young female teachers in universities ($\beta=-0.276$, $t=-3.495$, $p<0.001$), indicating that fertility support plays a moderating role in the impact of female role stress on job burnout among young female university teachers.

Table 2. Reconciliation Analysis Model Tests

Model 2: job burnout among young female teachers in higher education					
predictor variable	<i>B</i>	standard error	<i>t</i>	<i>p</i>	β
a constant (math.)	3.116	0.046	68.302	0.000**	-
Pressure on women's roles	0.305	0.049	6.187	0.000**	0.376
Fertility support	-0.058	0.062	-0.930	0.353	-0.056
Female Role Stress* Fertility Support	-0.276	0.079	-3.495	0.001**	-0.210
R^2	0.175				
F	$F(3,228)=16.136, p=0.000$				

Integrating the hypothesis construction and the above research analysis, the influence mechanism model of how female role stress and work expansion stress affect job burnout among young female teachers in universities is obtained, as shown in Figure 1 below:

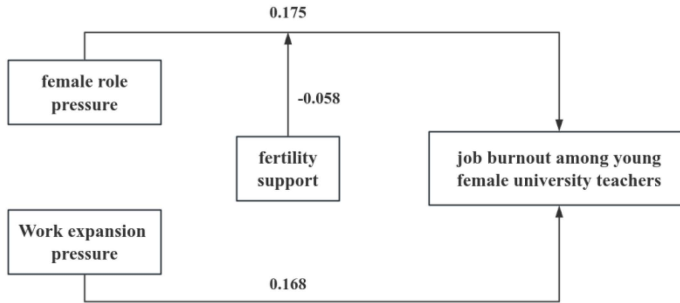


Fig. 1. Mechanism model of the effects of female role stress and work expansion stress on job burnout among young female teachers in higher education

5 Conclusions

The following conclusions were drawn from this study: female role stress and work expansion stress significantly and positively predicted job burnout among young female teachers in universities, and fertility support played a significant moderating role in the direct path between female role stress and job burnout among young female teachers in universities. Based on this, this study proposes suggestions and countermeasures to solve this problem from two main aspects:

On the one hand, universities should strengthen gender equality policies and build gender-friendly management systems to ensure that female teachers enjoy equal opportunities in their career development. Universities can achieve a balance between family and work by implementing a flexible work system that allows female teachers to adjust their working hours according to their personal circumstances. At the same time, female teachers should be encouraged to clarify the boundaries between their work and family

roles, provide family-friendly policies, such as parental leave, breastfeeding rooms and childcare services, so as to provide female teachers with adequate maternity support and alleviate their family burdens.

On the other hand, universities should provide more career development resources for young female teachers, establish interdisciplinary cooperation platforms, and encourage female teachers to collaborate with scholars in different fields, so as to reduce the pressure of scientific research and improve the quality of research. In terms of teaching, schools can appropriately adjust the course load of female teachers to avoid excessive superposition of scientific research tasks and teaching tasks, and leave sufficient space for young teachers to grow academically.

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