



PROFILE AND JOB BURNOUT SYMPTOMS AMONG CHINESE UNIVERSITY EDUCATORS: TOWARDS A PROPOSED ACTION PLAN

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Abstract: This study describes the job burnout of College Teachers in China and correlates the symptoms of job burnout with their population structure. The study also identified job burnout symptoms, mainly core and secondary symptoms. It also gave an action plan on reducing college teachers' job burnout. This study put forward some suggestions for promoting the management education of college teachers. Finally, the Enlightenment of this study to college teacher education and education management is obtained.

Keywords: cjob burnout ,College Teachers,education management

I. INTRODUCTION

The concept of "job burnout" was first put forward in 1974. Once this research topic was put forward, it has attracted universal attention worldwide. Teachers are a high-risk group of job burnout. Through research, American Professor Faber (1983) puts forward the view and cognition of teachers' job burnout, that is, teachers' job burnout is "a crisis in education ."It defines the vital harm of job burnout and the urgency of the situation to be solved. Therefore, it provides a guiding value for the subsequent research on Teachers' job burnout by many scholars and makes job burnout an essential field of teaching research at this stage.

Job burnout will lead to a hostile work attitude, decreased work efficiency, increased absenteeism, and turnover rate, which will significantly affect the performance and efficiency of enterprises. As the pace of modern life has changed, it is getting faster and faster. At the same time, the pressure of life has gradually increased in many aspects, job burnout has become a social phenomenon that can not be ignored. The harm caused by teachers' job burnout is more severe than any other issue, as it will seriously affect teachers' physical and mental health. It will also affect their professional development and harm the cultivation of students' quality, the completion of school teaching tasks, and social interpersonal relations. Teachers' job burnout will lead to the decadence of the whole spiritual outlook of the school and the decline of education and teaching quality and endanger the healthy growth of students.

At present, teachers' "job burnout" psychology in China has quietly formed and has a certain universality. Paying attention to and solving teachers' job burnout is very important for teachers' development, school advancement, and even development of the entire national education. With the gradual deepening of China's current educational mechanism in higher education, colleges and society have put forward higher requirements for college teachers. College teachers face more arduous teaching tasks and scientific research tasks in their daily teaching work. In this regard, teachers spend a lot of time and energy, but at the same time, they also lack a specific space for development and promotion. In addition, teachers usually need to bear various responsibilities from their families, so under the influence of such complexity and various aspects, the probability of university teachers' job burnout will increase a lot.

The situations mentioned are the reasons why this present study explored the characteristics of College Teachers' job burnout from various universities in China. The study identified burnout among college teachers and its relationship with other components. The reason for this is to reduce the possibility and result of teachers' job burnout as much as possible by taking more effective and better methods and measures. It is conducive to the development of unique talents such as college teachers. This study used the relevant theoretical knowledge of human resources to help colleges and universities optimize the reasonable management mode and help prevent and alleviate the job burnout of college teachers.

II. RESPONDENTS OF THE STUDY

The present researcher identified the total number of faculty per university who took part of the locale of the study. Then a sample size was identified through purposive sampling to choose the members of the population to participate in the survey.

A total of 10,595 university educators are employed to the six universities included in the scope. From the 500 individuals who answered the survey, 371 who qualified in the categories of job burnout symptoms remained as participants of the study.

The participants were distributed accordingly.

III. ROLE OF RESEARCHER

The researcher used numerical data to assess physical and unseen occurrences, which he evaluated in order to derive relevant and maybe innovative findings. He is also responsible for communicating the study, collaborating with others as needed, and transferring and utilizing information for the benefit of university administration, faculty, and students. Finally, he has the obligation of conducting the study in an honest and ethical manner.

IV. ETHICAL CONSIDERATIONS

After the study was approved, the researchers discussed with all participants at the first time to explain the purpose of the study and the importance of the study. After obtaining the consent of the participants, the consent form is sent online. It is clearly stated that the participants are completely voluntary, and will not involve material rewards or any other reward behavior, nor will they be interfered by other relevant factors. In addition, the researcher abides by the principle of confidentiality for the participants, and allows them to voluntarily withdraw from the study without any prejudice or bad mood.

V. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

1. Demographic profile of the Participants

1.1 Teaching Loads

Teaching load is the quantity of teaching hours (represented in the number of course sessions or credits) allotted to a faculty as part of their workload for a given academic year, prior to reductions provided for organizational, research, or outreach.

Table 1 Teaching Load of the Respondents

Number of Hours Per Week	f	%
1 to 5 hours	47	12.67
6 to 10 hours	120	32.35
11 to 15 hours	82	22.10
16 to 20 hours	47	12.67
21 to 25 hours	7	1.89
26 to 30 hours	38	10.24
31 and over	30	8.09
Total	371	100.00

It can be gleaned from the table that 120 participants (32.35%) or the majority of them work for six to ten hours per week and came on the second spot are the 82 participants who work for 11 to 15 hours per week.

Faculty at universities are typically obliged to offer both lectures and consultations throughout the week. The teaching load is modest (12-18 hours), however this is compensated by the quantity of grading that is frequently necessary, as well as extra office hours. Instructors are also required by certain colleges to run writing centers or supervise student activities. However, as opposed to middle schools or private institutions, the workload for university classroom instruction in China is often deemed to be on the lighter scale, with instruction frequently focused over 3-4 days, providing professors more time off campus (Ryan, 2020)

1.2 Teaching Preparations

Teaching preparations pertain to the number of courses assigned to a faculty within a semester.

Table 2 Teaching Preparations of Participants

Number of Preparations	f	%
1	22	5.93
2	26	7.01
3	34	9.16
4	58	15.63
5 and over	231	62.26
Total	371	100.00

As seen from Table 5, the bulk of teachers have five or more teaching preparations with 62.26% of the entire population. The present curriculum change in China, as well as the excessive workloads induced by that reform, are the driving forces behind Chinese teachers' burnout. By encouraging student-centered methods, the curriculum reform strives to modify the existing system, which overemphasized knowledge delivery (Liu & Onwuegbuzie, 2012). Meanwhile, China's present educational system is still based on examinations. Most professors struggle to strike a balance between preparing students for exams and motivating pupils to participate in class. As a consequence, they get disoriented in the midst of heavy workloads and obligations, thus impacting teachers' psychological and physical well-being.

1.3 Benefits

Faculty benefits are non-wage remuneration granted to teachers by universities in lieu of their regular salaries.

Table 3 Benefits of Respondents

Categorical Data	f	%
On-Campus Housing	317	85.44
Round trip airfare	181	48.79
Health Insurance	144	38.81
Tuition Benefits for Children	69	18.60
Pension Benefit	192	51.75
Continuing Education Benefit for Graduate Studies	78	21.02
Research Incentives	159	42.86
Endowment Insurance	371	100.00
Medical insurance	371	100.00
Unemployment insurance	371	100.00
Work injury insurance	371	100.00
Maternity insurance	371	100.00
Housing provident fund	371	100.00

It can be gleaned from the table that all the respondents were able to enjoy and benefit from the following: endowment insurance, medical insurance, unemployment insurance, work injury insurance, maternity insurance, and housing provident fund. These categories are mandatory benefits that must be employed by the universities at prescribed by the Ministry of Education.

They also feel more secure since 317 among them or 85.44% are provided on-campus housing. However, despite the benefits they can avail, the administration provide little support for the teachers' continuing education benefit for graduate studies with only 21.02% enjoying the privilege.

Elevated CPD helps teachers manage workplace risks that might contribute to a low feeling of satisfaction and have a negative influence on teacher performance and student results.

Finally, if teachers do not feel more confident or well-prepared to impart education that enables them to make an impact, they bear the weight of failing not just themselves but also their students. As a result, it is indeed critical that instructors are secure in their abilities to teach and have the resources they need to pursue the greatest opportunities (Williamson, 2018).

1.4 Other Assignments

Other assignments are roles assigned to the participants, either co-curricular or non-curricular, that fall outside the realm of their duties as classroom instructors.

Table 4 Other Assignments of Respondents

Categorical Data	f	%
Administrative tasks	194	52.29
Coach	300	80.86
Adviser	141	38.01
Researcher	205	55.26
Community Outreach Volunteer	101	27.22
No other assignments except teaching	34	9.16

The study shows that teachers do other tasks outside of the classroom. Coaching is placed as the most usual assignment garnering 80.86%. This is followed by research obtaining a total of 55.26%. Only 34 respondents (9.16%) are full-time teachers.

By continually seeking for opportunities to coach rather than 'simply' teach, the teacher empowers the learner beyond information and into using a tool set and mentality of problem solving and personality, which leads to selfconfidence not solely for the students but also for the teachers.

VI. CONCLUSIONS

1. Majority of the teachers work for six to ten hours per week and came on the second spot are the 82 participants who work for 11 to 15 hours per week.
2. The bulk of teachers have five or more teaching preparations with 62.26% of the entire population.
3. Respondents were able to enjoy and benefit from the following: endowment insurance, medical insurance, unemployment insurance, work injury insurance, maternity insurance, and housing provident fund. These categories are mandatory benefits that must be employed by the universities at prescribed by the Ministry of Education.
4. Coaching is placed as the most usual assignment garnering 80.86%. This is followed by research obtaining a total of 55.26%. Only 34 respondents (9.16%) are full-time teachers.
5. The 54.72% of the participants had their issues about the distance of their home to the university. The 45.28% of them problem their office space and 45.01% finds inconvenient the student-teacher ratio in the classroom. Issues on technical facilities, lounge spaces and classroom interior were least of their concerns.
6. The participants' profile along social work environment. The majority (61.73%) of them complain about working beyond official time. Second issue that bothers them are students' feedback (45.82%).
7. The results show that the participants struggle to find enthusiasm for their work as it obtained the highest mean of 3.54, equivalent to often burnout. However, they find it not so difficult to staying focus since the computed mean is only 2.01.

8. Majority of the teachers suffer muscle pain due to their field of work obtaining a computed weighted mean of 2.74. Overall they feel a little burnout under the symptoms of this category

9. The number of teaching hours, benefits, and other assignments have significant negative correlation with the demographic profile.

10. The immediate effects that are manifestations of job burnout are fatigue and excessive stress with a computed mean of 3.40 and 3.34 respectively. On the other hand, the least effect is manifested through alcohol or substance abuse obtaining a computed weighted mean of 2.74.

VII. RECOMMENDATIONS

1. Directly address teacher burnout with seminars, classes, and resources on stress management. Emphasize the importance of maintaining a healthy work-life balance.

2. Encourage teachers to foster relationships with one another. When possible, schedule common planning periods for teachers who teach the same course and year level.

3. Foster a positive climate by creating opportunities for fun. Host optional faculty get-togethers and meals.

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