

College Teachers' Job Burnout and Countermeasures

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Abstract

This article focuses on the job burnout of college teachers. With the development of higher education, the phenomenon of job burnout of college teachers is prominent, which affects the quality of education and the development of teachers. In order to deeply explore this problem and seek a solution, this article combs the relevant theories of job burnout and analyzes the current situation, influencing factors and consequences of job burnout of college teachers. It is found that college teachers' job burnout is obviously manifested in emotional exhaustion, depersonalization and low sense of personal accomplishment, which is influenced by many factors such as work pressure, career development, social environment and personal psychology, and has negative consequences for teachers themselves, college education and teaching and the development of higher education. Based on this, this article puts forward some countermeasures from the aspects of optimizing work arrangement, improving career development support, improving social awareness and salary, paying attention to psychological adjustment and making career plans. It aims to improve the professional status of college teachers and promote the quality of higher education.

Keywords

University teachers; Job burnout; Influencing factors; Mitigation countermeasures; Quality of education.

1. Introduction

With the rapid development of higher education, college teachers, as the key force to promote educational progress and cultivate high-quality talents, have attracted much attention [1]. However, in recent years, the phenomenon of college teachers' job burnout has gradually become prominent, which has become an important issue affecting the quality of college education and the development of teachers themselves [2].

With the deepening of higher education reform, college teachers are facing increasing pressures in teaching, scientific research and administration [3]. On the one hand, the teaching task not only requires teachers to impart knowledge, but also needs to constantly update teaching methods to meet the needs of students in the new era. On the other hand, the pressure of scientific research indicators urges teachers to invest a lot of energy in academic research and strive to produce high-quality results [4]. At the same time, the complexity of some administrative affairs has further occupied teachers' time and energy.

The emergence of job burnout will not only have a negative impact on the physical and mental health of college teachers, but also lead to symptoms such as emotional exhaustion, depersonalization and low personal accomplishment, and will also affect education and teaching [5]. Burnout teachers may lack enthusiasm and innovation in teaching, which will affect the interaction between teachers and students, and then reduce the teaching quality. In the long run, this is also extremely unfavorable to the overall development of higher education, and is not conducive to cultivating outstanding talents to meet the needs of social development. Therefore, it is of great practical significance to study the job burnout of college teachers and explore effective countermeasures. The purpose of this article is to comprehensively analyze

the current situation, influencing factors and consequences of job burnout of college teachers by combing the relevant theories, and put forward targeted mitigation strategies from the aspects of college management, social support and teachers' individuals.

2. University Teachers' Job Burnout Theory

Job burnout, first proposed by American psychologist Floden Berg in 1974, is used to describe a series of symptoms such as emotional exhaustion in service-oriented industry practitioners [6]. For college teachers, job burnout refers to a state of physical and mental exhaustion gradually produced under the pressure of long-term education, teaching, scientific research and related work. The specific performance is emotional exhaustion, that is, teachers feel that emotional resources are excessively consumed and lose enthusiasm and energy for work; Depersonalization means that teachers treat students and work with an indifferent and numb attitude; The low sense of personal accomplishment is reflected in teachers' belittling the value of their own work and thinking that work can not bring a sense of accomplishment.

The theory of work-family conflict points out that when the role expectations faced by individuals in the field of work and family are difficult to coordinate, conflicts will arise, which will then affect individuals' psychology and behavior [7]. Teachers in colleges and universities are often too busy to take care of their families because of heavy work, and this conflict may become the cause of job burnout. The theory of resource conservation holds that individuals always strive to acquire, preserve and protect valuable resources. When resources are threatened or lost and cannot be effectively replenished, it is easy to cause stress and burnout. Teachers in colleges and universities may fall into job burnout if they feel that the input and return of resources are unbalanced, such as spending a lot of time and energy without corresponding recognition and support.

3. Analysis of the Present Situation and Problems of College Teachers' Job Burnout

3.1. The status quo of college teachers' job burnout

In order to deeply understand the current situation of college teachers' job burnout, this article collects relevant data and information through questionnaires and interviews with teachers in many colleges and universities. This survey covers college teachers with different disciplines, teaching experience and professional titles. After summarizing the data, Table 1 is formed, which intuitively presents the performance of college teachers' job burnout in different dimensions.

Table 1. Proportions of Various Dimensions of Job Burnout Among University Teachers

Dimension of Job Burnout	Proportion of Manifestation
Emotional Exhaustion	45%
Depersonalization	38%
Reduced Personal Accomplishment	42%

Table 1 shows that in the aspect of emotional exhaustion, nearly half of the teachers show different degrees of emotional resource exhaustion, and their enthusiasm for teaching and scientific research decreases, which is easy to produce fatigue. In the depersonalization dimension, some teachers treat students and work tasks with a negative and indifferent attitude. In the dimension of low personal accomplishment, more than 40% of teachers have low recognition of the value of their work and feel that their efforts have not been rewarded

and affirmed. On the whole, the phenomenon of college teachers' job burnout is more common, and a considerable proportion of teachers in different dimensions are troubled by it.

3.2. Analysis of factors leading to job burnout

In terms of teaching tasks, the quality of courses in colleges and universities is constantly improving. Teachers should not only carefully prepare lessons and innovate teaching methods, but also respond to the diverse needs of students. The heavy amount of lectures makes teachers distracted [8]. In terms of scientific research, the pressure on indicators such as the publication of papers and the declaration of topics is enormous, and the process from preliminary research to the output of results is long and arduous. Administrative affairs also take up a lot of teachers' time, such as the preparation of teaching evaluation materials, student affairs management, etc., and multiple work pressures are intertwined, which makes teachers overwhelmed.

The promotion competition of university teachers is fierce, and the evaluation of professional titles not only attaches importance to scientific research achievements, but also has strict requirements on teaching quality and social services. The limited promotion places make it difficult for many teachers to be promoted after years of hard work, and their career development path is blocked, which is prone to frustration and burnout [9]. In addition, some colleges and universities lack systematic guidance for teachers' career development planning, and teachers are confused about their future development direction, which affects their work enthusiasm.

The society expects too much from college teachers, which requires them not only to impart knowledge, but also to cultivate students' moral character and guide their career development. However, in terms of salary, the salary level of college teachers in some areas is not directly proportional to their work input, which makes it difficult to match their high-intensity labor and responsibilities, resulting in a large psychological gap among teachers. Some teachers are sensitive and pursue perfection. Faced with difficulties and setbacks in their work, they are prone to self-doubt and anxiety. At the same time, some teachers lack effective psychological adjustment ability, can't relieve the work pressure in time, and are easy to fall into job burnout after long-term accumulation.

4. The Influence and Consequences of College Teachers' Job Burnout

(1) The impact on teachers themselves

College teachers' job burnout has many negative effects on themselves. In terms of physical and mental health, teachers are in a state of job burnout for a long time, and they are prone to psychological problems such as anxiety and depression, and their bodies are often accompanied by symptoms such as fatigue and insomnia. From the perspective of job satisfaction, burnout makes teachers' sense of identity and satisfaction with their own jobs decrease, and they lose enthusiasm and motivation for their work. For example, teachers who originally loved teaching may gradually perfunctory teaching work because of burnout, ignoring the improvement of teaching quality. In terms of career development, burnout leads to teachers' lack of self-motivation, which reduces the study and exploration of new knowledge and skills and hinders personal academic growth and promotion. Refer to Table 2 for details:

(2) The influence on college education and teaching.

Teachers with job burnout are hard to devote themselves to teaching, and the teaching methods are outdated, lacking innovation and passion, which directly affects the teaching quality. The relationship between teachers and students will also be impacted. Burnout teachers lack patience and concern for students and reduce communication and interaction with students, which is not conducive to the establishment of a good relationship between teachers and students. From the perspective of creating academic atmosphere, the burnout teachers lack the

motivation of scientific research, and their enthusiasm for participating in academic exchanges and cooperation decreases, which affects the overall academic vitality and innovation ability of colleges and universities.

Table 2. Manifestations of Job Burnout's Impact on University Teachers

Aspect of Impact	Specific Manifestations
Physical and Mental Health	Psychological issues such as anxiety and depression; physical symptoms such as fatigue and insomnia
Job Satisfaction	Decreased sense of identity and fulfillment in the profession, loss of work enthusiasm
Career Development	Insufficient self-motivation, decreased enthusiasm for learning and exploring new knowledge and skills, hindering promotion

(3) The impact on the development of higher education

Judging from the quality of personnel training, teachers' burnout indirectly affects students' learning effect and comprehensive quality improvement, and it is difficult to cultivate outstanding talents with innovative spirit and practical ability. As an important carrier of higher education, if teachers' job burnout is widespread, it will reduce the social reputation and competitiveness of colleges and universities and affect the attraction of high-quality students and excellent teachers. From the long-term development of higher education, this hinders the promotion of educational reform and innovation, and is not conducive to the adjustment and optimization of higher education to meet the needs of social development.

5. College Teachers' Job Burnout Mitigation Measures

5.1. University management countermeasures

Colleges and universities play a key role in alleviating teachers' job burnout. First of all, it is very important to optimize the work arrangement. Colleges and universities should rationally allocate teaching, scientific research and administrative tasks according to teachers' professional expertise and interests, so as to avoid over-concentration or unreasonable tasks. For example, for young teachers with outstanding scientific research ability but shallow teaching experience, the teaching workload should be appropriately reduced and more scientific research support should be given; For senior teachers with rich teaching experience, they can take part in teaching guidance and training new teachers. At the same time, improve the career development support system, build a clear promotion channel, clarify the evaluation standards and requirements of various professional titles, and reduce vague areas. Provide teachers with training and further education opportunities on a regular basis to help teachers improve their professional ability. Create a good organizational atmosphere, strengthen team building, organize various academic exchanges and cultural and sports activities, enhance communication and cooperation among teachers, and enhance teachers' sense of belonging. Specific measures are shown in Table 3:

Table 3. Measures Taken by University Management to Alleviate Teacher Job Burnout

Measure Category	Specific Content
Optimizing Work Arrangements	Allocating tasks based on teachers' strengths and interests, balancing teaching, research, and administrative work
Improving Career Development Support	Clarifying promotion criteria, providing training and further education opportunities
Creating a Positive Organizational Atmosphere	Strengthening team building, organizing academic and cultural activities

5.2. Countermeasures at the level of social support

The society should raise awareness of the work of college teachers, let the public know the complexity and importance of the work of college teachers through publicity and guidance, and enhance their understanding and respect. Improve salary, establish a reasonable salary system, give full consideration to teachers' work intensity, professional skills and contribution to society, and ensure that salary matches teachers' efforts. In this way, teachers' economic security can be improved, teachers' economic pressure can be reduced, and they can work with more peace of mind.

5.3. Teachers' personal countermeasures

Teachers themselves should pay attention to psychological adjustment, learn effective psychological adjustment methods, such as meditation, exercise, music therapy, etc., and when faced with pressure and negative emotions, they can timely self-guide. At the same time, make a clear personal career plan, define the development goals at different stages, and rationally adjust the career development path according to your own advantages and interests. For example, determine short-term teaching improvement goals, medium-term scientific research achievement goals and long-term career promotion goals, maintain enthusiasm and motivation for work, and actively respond to job burnout.

6. Conclusions

This article focuses on the problem of job burnout of college teachers. By combing the relevant theories and analyzing the present situation, influencing factors and consequences, the complexity and seriousness of the job burnout of college teachers are clarified.

In the present situation, college teachers show a high proportion of burnout in the dimensions of emotional exhaustion, depersonalization and low personal accomplishment, which can not be ignored. The influencing factors include work pressure, career development, social environment and personal psychology, and all the factors are intertwined and work together to lead to job burnout. Job burnout not only damages teachers' physical and mental health, job satisfaction and career development, but also affects the quality of higher education and the long-term development of higher education. In view of these problems, this article puts forward some countermeasures from three aspects: university management, social support and teachers' individual. Colleges and universities should optimize work arrangements, improve career development support and create a good organizational atmosphere; The society needs to improve its understanding of the work of college teachers and improve their salary and treatment; Teachers themselves should pay attention to psychological adjustment and make clear career plans. Through multi-party cooperation, it is expected to effectively alleviate the job burnout of college teachers, improve their professional status, and then promote the healthy development of higher education.

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