

Hu Xuekun
Master student, School of Business of BSU
Supervisor of studies:
PhD in Philology, Associate Professor
Ivan Burlyka

MANAGEMENT OF PROFESSIONAL BURNOUT AMONG CHINESE TEACHERS: A CASE STUDY

Professional burnout refers to the exhaustion of behavior, emotion, attitude and thought when an individual is unable to cope with work pressure reasonably. Maslach and Leiter proposed the job-matching theory of burnout in 1997 [1]. According to them, the more mismatched an employee is to his/her job, the more likely he/she is to experience burnout in six ways, including: workload, controls, reward, social, fair.

Professional burnout is a typical and prominent problem in human service industry. Such as social workers, nurses, teachers, lawyers, doctors and police officers. As a helping profession, teachers are more prone to emotional consumption and professional burnout under excessive work pressure. This state often causes individuals to lose enthusiasm for work and even have the idea of quitting. In the world, primary and secondary school teachers are the main contributors to China's basic education, and their emotions and working conditions will directly affect the physical and mental health development of primary and secondary school students. At present, primary and secondary school teachers do not only have to complete the teaching tasks arranged by the school but are to also undertake other work. It is particularly important to deeply understand and discuss the reasons of the professional burnout of primary and secondary school teachers.

In China, high school teachers bear the heavy responsibility of training students to meet important life stages such as the college entrance examination. With high work pressure and heavy psychological load, coupled with the improvement of social expectations and the continuous deepening of education reform, the problem of teachers' burnout is becoming more and more serious.

This does not only affect the physical and mental health of teachers, but also directly relates to the quality of education and the future development of students.

Therefore, exploring the causes of teachers' burnout and seeking effective coping strategies is of great significance for promoting teachers' personal growth. In this research, I specifically used the Xianglong Middle School in Sichuan Province of China as an example. At the Xianglong Middle School, Neijiang City, Sichuan Province, the factors leading to the teachers' burnout generally include the following two points: high work pressure and difficulty of student management.

However, the reality is that teachers often have limited time and energy, and it is difficult to accommodate the needs of every student. This may result in some students not receiving the necessary attention and support they deserve, leading to learning difficulties and psychological problems. This situation does not only have a negative impact on teachers' job satisfaction but may also cause irreversible damage to students' future development.

In addition to the above-mentioned excessive work pressure and common problems of students, the following factors are the main reasons leading to professional burnout of Chinese teachers at this school.

In the rapid development and change of society, teachers bear the important mission of training the future generation. Therefore, it is necessary for us to deeply explore the causes of teachers' burnout and seek effective solutions. Aiming at the problem of professional burnout of Chinese teachers at the Xianglong Middle School, I put forward the below corresponding strategies:

Repetitive tasks – Schools and education departments should provide Chinese teachers with more professional development opportunities and resources, such as regular in-service training, teaching and research activities, and exchanges and cooperation with other teachers. All that will expand professional and individual horizons of the teachers.

Professional challenges for Chinese teachers – Integrated teaching and class management. Focus on emotional communication. Cultivation of students' ability of autonomy. Strengthening of communication with parents. Continuation of individual improvement of teachers.

Long working hours – It is a must to regularly assess the workload of Chinese teachers to ensure that they are within reasonable limits and avoid overwork. Establish educational resource platforms in schools or regions. Provide training on the use of digital teaching tools and software and encourage the use of effective teaching tools and methods.

The gap between social expectations and reality – Give regular feedback on the performance of Chinese teachers. Set up incentive mechanisms, such as bonuses, promotion opportunities, etc. Empower teacher management: Establish a decentralized teacher training system, which should not only clarify the boundary of power and responsibility and the linkage mechanism, but also promote the participation and support of multiple stakeholders in teacher training. Or empower teacher management, i.e. establish a decentralized teacher training system, which should not only clarify the boundary of power and responsibility and the linkage mechanism, but also promote the participation and support of multiple stakeholders in teacher training, so as to ensure the quality of teacher training and the sustainable development of teacher profession.

Limited personal career development – Set up teaching research groups. Support teachers to participate in educational conferences and seminars at home and abroad and promote exchanges with educational peers. Establish an educational research project fund to encourage teachers to apply for research projects and conduct innovative research on educational theory and practice. Support teachers to carry out activities such as off-campus teaching practice, volunteer teaching or education volunteer service to increase their teaching practical experience. Establish cooperative relations with other schools or educational institutions to provide teachers with more platforms for teaching exchange and display. Encourage teachers to make continuous innovations and breakthroughs in teaching and research. Try to participate in school curriculum development, textbook compilation and other work.

The pressure of educational reform and innovation -

Teachers:

1. Keep an open mind.
2. Strengthen exchanges and cooperation with peers to jointly study and solve problems encountered in teaching.
3. Participate in educational training and seminars.
4. Focus on classroom management and establish a good relationship between teachers and students.

School society and media:

1. Organize regular teacher exchange and discussion activities.
2. Governments and social organizations at all levels shall organize training activities for Chinese teachers and provide learning resources and opportunities.
3. The media and all sectors of society should create an atmosphere of public opinion that respects and understands teachers and reduce unreasonable expectations and criticism of teachers.

Compared with the Chinese teachers forking for the private educational institutions, the salary is lower, and the pressure of competition is much higher – Increase teachers' salaries and improve

the system of benefits. Establish a salary system of basic salary plus performance reward. Give policy subsidies to teachers in poor areas of the country.

All in all, we firmly believe that the solution of the problem of teachers' burnout is not only related to the personal happiness and growth of teachers but is also related to the development of the entire educational cause and the future of the society. Therefore, we call on all relevant parties to work together to create better working environment and conditions for teachers, so that they can be passionate and motivated on the road of education career.

References

1. Maslach, C. Job burnout. *Annual Review of Psychology* / C. Maslach, W. B. Schaufeli, M. P. Leiter. - 2001. – Vol. 52, № 1. – P. 397–422. doi:10.1146/Ann. rev. psych. 52.1.397.