

Analysis on the job burnout and incentive mechanism of primary school teachers in M Township

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Abstract: Job Burnout refers to the state of physical fatigue and emotional exhaustion under the heavy pressure of work. Teachers' job burnout not only seriously affects teachers' career development and teaching skills development, but also hinders the overall development of the school in the future. The research data comes from the questionnaire survey of 170 teachers randomly selected from 5 Township Primary Schools in M township. This paper uses linear regression method to analyze the causes of job burnout from three aspects: society, school and teachers. Social factors include high social expectations, low treatment and status of teachers; School factors include the lack of perfect evaluation mechanism, outdated management methods and so on; Teachers' own factors include teachers' own skills, teachers' personality and teachers' interpersonal relations.

1. Introduction

With the rapid development of economy and the continuous progress of social development, education has attracted more and more attention in social life. Job burnout is regarded as an occupational and life disease in the 1980s. Teaching profession is a kind of helping industry, facing growing individuals. Teachers are often overloaded with work, which naturally becomes one of the high incidence groups of job burnout. In the important period of the development of educational reform, the pressure faced by township teachers is becoming increasingly significant, such as the difference of working environment, the lack of balance of educational resources and the difference of quality. With the non increase of these pressure sources, the pressure of rural teachers is increasing, and the job burnout is becoming more and more serious.

2. Data and analysis

Through cluster random sampling, m five township primary schools were selected to distribute 200 questionnaires, and 170 valid questionnaires were recovered. The following is the overall situation of job burnout of primary school teachers in this area. There is no obvious burnout from 1.0 to 1.8, a little burnout and burnout from 1.8 to 2.6, obvious burnout from 2.6 to 3.4, strong burnout from 3.4 to 4.2, and strong burnout from 4.2 to 5.0.

Table 1: Overall situation of job burnout of primary school teachers in M Township

dimension	average value	No obvious burnout	A little tired	Obvious burnout	Strong burnout	Very Strong burnout
		(1.0-1.8)	(1.8-2.6)	(2.6-3.4)	(3.4-4.2)	(4.2-5.0)
Emotional exhaustion	2.1541	25.8%	45.3%	25.3%	3.6%	
No personalization	2.4412	1.8%	63.0%	35.3%		
Low sense of achievement	2.4341	8.2%	44.7%	43.5%	3.6%	

(*Indicates $P < 0.05$)

It can be seen from table 1 that the average value of the dimension of emotional exhaustion of the sample is 2.1541, which shows that the performance of urban primary school teachers in this area is emotional fatigue, and the average value dimension of personalization is 2.4412, which shows that the de personalization of urban primary school teachers in this area is obvious, and the average value of the dimension of low personal achievement is 2.4341, which shows that the personal satisfaction of urban primary school teachers in this area is not high.

3. Analysis on Influencing Factors of job burnout of primary school teachers in M Township

This paper analyzes the influencing factors of job burnout of five primary school teachers in M Township, and roughly divides the influencing factors into three categories: Teachers' personality, teaching skills and career development; School: school environment, workload, student factors; Social aspect: interpersonal relationship. Correlation analysis and regression analysis were carried out on the influencing factors of teachers' job burnout

Table 2: Correlation Analysis of teachers' Job Burnout

Influencing factors	emotional exhaustion	no personality	low personal achievement
teacher personality			
school environment			
Career development	0.207*		
Student factors			0.063
Teacher skills		0.271*	0.645*
Workload	0.421*	0.499*	
interpersonal relationship	-0.392*		

(*Indicates $P < 0.05$)

It can be seen from table 2 that the dimension of emotional exhaustion has a positive correlation with career development factors, school environment factors, school teachers' skills factors and workload factors, and a negative correlation with interpersonal factors; The depersonalization dimension has an obvious positive correlation with teachers' personality factors, teachers' skills factors and workload factors; Low personal achievement has an obvious positive correlation with teachers' personality factors, career development factors and teachers' skills.

Among the influencing factors, six factors, including career development factors, teachers' skills factors, workload factors, interpersonal factors, teachers' personality factors and school environment factors, have significant correlation with the three dimensions of teachers' job burnout. The correlation of student factors is not significant, so three regression equations are obtained by taking the other six variables as independent variables and three dimensions as dependent variables.

Table 3: Regression analysis of influencing factors of teachers' Job Burnout

Dimension	factor	Regression coefficient	Adjust R	T value	F value
Emotional exhaustion	Career development	0.143	0.214	1.111	0.029
	Workload	0.184		1.855	0.010
	interpersonal relationship	-0.139		-0.894	0.047
	Teacher personality	0.164		-0.244	0.023
	school environment	-0.170		-0.196	0.018
No personalization	Career development	0.250	0.182	0.269	0.043
	Workload	0.197		1.329	0.028
	Teacher skills	0.318		2.452	0.015
	Teacher personality	0.138		0.278	0.021
Low sense of achievement	Teacher skills	0.045	0.093	3.034	0.003

Taking emotional failure as the independent variable, adjust R² The regression equation is: emotional exhaustion = 0.143 * career development + 0.184 * workload -0.139 * interpersonal relationship + 0.164 * teacher personality -0.170 * school environment.

Taking depersonalization as dependent variable and four factors such as career development, workload, teacher skills and teacher personality as independent variables, R was adjusted² The regression equation is: de personalization = 0.250 * career development + 0.197 * workload + 0.318 * teacher skills + 0.138 * teacher personality.

With low personal achievement as the dependent variable and teacher skills as the independent variable, adjust R² The regression equation is: low personal achievement = 0.045 * teacher skills.

Through the above correlation analysis and regression analysis, it can be found that the influencing factors of primary school teachers' job burnout mainly include three aspects: teachers, including teachers' personality factors, teachers' skills factors and career development factors; The school aspect includes school environmental factors, workload factors and social aspects, which are mainly reflected in interpersonal relationships.

4. Incentive mechanism

Social aspects: (1) reasonably guide and reduce social expectations. Reasonably guide public opinion, and society, parents, students, the media and people from all walks of life form reasonable expectations for teachers, forming a good atmosphere of "respecting teachers and valuing education". (2) The local government should increase investment in basic education, improve the status of Township Primary School Teachers in social life, improve the economic treatment of township primary school teachers, and safeguard the vital legitimate rights and interests of teachers.

Schools: (1) advocate new management methods. Let township primary school teachers participate in school management decisions, improve the work enthusiasm and sense of belonging of township primary school teachers, so as to reduce job burnout. (2) strengthen interpersonal communication. Strengthen the communication between primary school teachers and school management, students, parents and teachers. (3) Establish and improve the evaluation mechanism. To change the previous single performance centered evaluation model, we should take the work, school year teaching plan and various comprehensive performance of primary school teachers as a part of the evaluation criteria of primary school teachers, increase the openness and transparency of evaluation, and strengthen teachers' satisfaction.

Teachers: (1) teachers should strengthen personal cultivation and role adaptability. Teachers should clarify their position, understand the nature of their work, strengthen learning, strive to innovate, and gradually adapt to the needs of social development. (2) Carry out self psychological adjustment. Teachers should pay more attention to participating in activities conducive to physical

and mental health, especially sports, and cultivate their own interests and hobbies, which can help reduce the pressure of work and create a healthy physical and mental and fulfilling spare time life.

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