

JOB SATISFACTION AND JOB BURNOUT OF TEACHERS IN SECONDARY VOCATIONAL SCHOOLS IN QINGDAO

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Abstract

Based on the teaching environment of secondary vocational schools in Qingdao, this paper combines theory and practice and takes five secondary vocational schools in Qingdao as the research object. Through in-depth interviews with 20 front-line teachers of different ages and genders, the performance and influencing factors of teachers' burnout were understood. Based on JD-R theory, the influencing factors were grouped into two categories: job requirements and job resources. Then, considering gender, age, marital status and children's situation, working years, education, title, and position, etc., we obtained the relevant information of 300 secondary teachers who were the target of this survey, and used the questionnaire method to conduct the research, and came to the following research conclusions.

(1) Teachers in the five secondary vocational schools in Qingdao were generally in the range between slightly satisfied and relatively satisfied in the job satisfaction survey, and generally showed mild burnout in the burnout survey, with the low achievement dimension showing a trend of mild burnout to moderate burnout.

(2) Female teachers, teachers aged 56 and above, and teachers with junior titles in secondary vocational schools in Qingdao are more satisfied with their jobs, while male teachers, teachers aged 26-35, teachers with master's and doctoral degrees, and teachers with senior titles are relatively less satisfied with their jobs.

(3) In terms of burnout, female teachers have relatively mild burnout problems, while male teachers, and teachers with master's and doctoral degrees have more serious burnout problems. The factors of job demands affecting secondary teachers' burnout were: teaching load, student management, school management, and work-family conflict; and the factors of job resources were: career development, organizational support, job reward, and job autonomy.

Keywords: Secondary vocational teachers, Job satisfaction, job Burnout

Statement of Problem

Secondary vocational schools are a product of a country's educational, technological, economic, and social development to a certain extent, and are a requirement for education to meet the needs of society and for the steady development of China's education. Teachers not only have to bear the pressure of their work, but also face the reflection and reconstruction of their educational thoughts, professional consciousness, and professional behaviors. Teacher job satisfaction has a profound impact on teachers' work motivation, and the quality of education and teaching, and also has some constraints on the development of teachers' psychological health. Moreover, teachers in secondary vocational schools are under great pressure for a long time, their work enthusiasm is not high, and teachers are highly susceptible to emotional exhaustion and physical exhaustion, and this burnout seriously restricts teachers' physical and

mental health. Teacher burnout can reduce teachers' sense of self-identity and professional achievement, affect their motivation and teaching level, and cause low work efficiency and education quality. Therefore, whether from the perspective of promoting teachers' professional development or from the perspective of promoting the sustainable development of secondary vocational schools, teachers' job satisfaction and burnout in secondary schools and their relationships should be given sufficient attention.

Based on a large amount of literature, this study drew on the research results of other scholars on job satisfaction and burnout and finally selected equity theory, expected value theory, and hierarchy of needs theory as the theoretical basis of this paper. Secondly, based on the reference to the teacher job satisfaction scale and the common scale of teacher burnout, the teacher job satisfaction scale and the teacher burnout scale in Qingdao secondary vocational schools were determined based on the actual situation of teachers' work in some secondary vocational schools in Qingdao, and the constructed scales were initially measured and modified, and the research of the formal questionnaire was carried out based on the preliminary assessment. In addition, to obtain more objective and reliable first-hand information, field interviews were used as an auxiliary research tool. Finally, SPSS software was used to analyze and process the research data and based on the research findings, strategies were proposed to improve job satisfaction and reduce burnout of secondary school teachers to solve the difficulties related to the work and life of secondary school teachers in Qingdao.

- a. To explore the impact of job satisfaction on secondary vocational school education.
- b. To explore the effects of burnout on the quality of work and quality of life of secondary vocational school teachers.
- c. To explore the importance of studying the job satisfaction and burnout of teachers in secondary schools.

This study takes teachers of secondary vocational schools in Qingdao as the research object, combines a questionnaire survey and statistical analysis, explores the relationship between job satisfaction and burnout of secondary teachers by understanding the current situation of the problem, and proposes corresponding countermeasures in the light of the actual situation of education in Qingdao. This study mainly presents the following three questions.

- a. What are the factors influencing the job satisfaction of middle school teachers?
- b. What are the factors influencing burnout in middle school teachers?
- c. How to improve the job satisfaction of secondary school teachers? How to reduce the burnout of middle school teachers?

Research Objectives

This study can help school administrators understand teachers' job satisfaction and the factors influencing burnout, analyze their psychological needs and develop a talent management mechanism to attract talent and stabilize the teaching force. It is also the most important "thermometer" for diagnosing the current state of school management, helping administrators to identify the problems and their severity in school management so that schools can prioritize and solve them in a systematic manner. More specifically, the main objectives of this article are.

1. Investigate and analyze the current job satisfaction status of secondary school teachers in Qingdao. The article takes secondary school teachers in Qingdao city as the survey object

and understands the current situation of teachers' job satisfaction through teachers' evaluation of several dimensions of interpersonal relationship, work environment, their own development, salary and treatment, and leadership and management as well as overall job satisfaction. Different background factors of secondary school teachers in Qingdao, such as gender, age, teaching experience, education, type of teacher, title, marital status, whether they are local to Qingdao, and whether they are classroom teachers, were analyzed to see whether there are significant differences in teachers' job satisfaction.

2. Find the theoretical and research basis suitable for the study of burnout among secondary school teachers through literature combing of burnout questionnaires. Drawing on the CMBI questionnaire, we investigated and statistically analyzed the factors influencing teachers' burnout in Qingdao secondary schools to find out the correlation among them, discover the causes of burnout among teachers, and provide a basis for proposing solution measures in the later paper.

3. Based on the previous data, we analyze the factors affecting the job satisfaction of secondary school teachers in Qingdao and the reasons for the existence of the problems and propose countermeasures to improve the job satisfaction of secondary school teachers in Qingdao according to the existing policies and development goals of secondary school and the actual situation of secondary school education in Qingdao. Suggestions to alleviate the burnout state of secondary teachers are proposed from the perspectives of changing the school system and innovating the school philosophy.

Research Hypotheses

After reviewing the relevant literature, summarizing the research results of scholars, analyzing the essence of existing research and the relative gaps in the research field, and based on the relevant theoretical foundation, the theme of this study was determined as "Research on job satisfaction and burnout of secondary school teachers". Combining the purpose, research questions, and structure of this study, the specific hypotheses of this study are summarized as follows.

H1: The salary level and welfare benefits of secondary school teachers can meet and guarantee the basic life of secondary school teachers.

H2: The burnout situation of secondary teachers can show significant differences in terms of education.

H3: Secondary teachers have emotional exhaustion due to stress.

Research Benefit and Significant

This paper analyzes the aspects of job satisfaction and burnout of regional secondary school teachers through surveys and research, and actively explores the relevant ways to improve teachers' job satisfaction and reduce teachers' burnout. Aiming at the current survey of teachers' work status in secondary schools, the main reasons affecting secondary teachers' job satisfaction and the main factors leading to teachers' burnout are clarified from different dimensions, to provide some theoretical and practical support for stabilizing and improving the construction of secondary teachers' team.

1. Theoretical significance

This study will clarify the relationship between job satisfaction and burnout of secondary

vocational school teachers, reveal the interaction between job satisfaction and burnout, and improve the theory of teachers' professional development. It will expand the theoretical content of the research on teachers' job satisfaction and burnout and enrich the research related to the improvement of the teaching quality of secondary vocational teachers.

The current research on job satisfaction and burnout cover a wide range, but few studies focus on job satisfaction and burnout of secondary school teachers. Based on the research and survey interviews of the literature on job satisfaction and burnout of secondary school teachers, this paper designs a questionnaire for the work characteristics of secondary school teachers, to evaluate their views on their development, working conditions, and school organization and management. The questionnaire was designed to assess the teachers' perceptions of their development, working conditions, and school organization and management.

Based on the current survey of teachers' work status in secondary schools, we clarify the main reasons affecting teachers' job satisfaction and the main factors leading to teachers' burnout from different dimensions, to provide some theoretical and practical support for stabilizing and improving the construction of secondary teachers' team. And based on the survey results, we analyze the influencing factors related to teachers' job satisfaction and burnout, to enrich the research content on job satisfaction and burnout in the field of secondary teachers and provide suggestions for the improvement of teachers' professionalization system. At the same time, the analysis and discussion of the relationship between job satisfaction and burnout of teachers in secondary vocational schools provide relevant data support for the education authorities to formulate appropriate policies to guide the construction of the teaching force and teacher development in secondary vocational schools.

2. Practical significance

The study of job satisfaction and burnout among secondary teachers in Qingdao city has many important implications in itself. First, to understand the current situation of teachers' job satisfaction and the degree of burnout in five secondary schools in Qingdao, and to find out the actual objective situation of teachers within secondary schools at present by analyzing the degree of job satisfaction and burnout of secondary teachers in Qingdao, to draw the attention of the leadership of secondary schools and solve the problems that arise in time.

This study can also serve as a predictor to some extent and can effectively monitor the management of the school, thus avoiding many major problems. By establishing feasible systems and suggestions, schools can reduce teachers' job dissatisfaction, so that teachers can better serve the school and society, and cultivate excellent reserves for society. Second, based on the analysis of the survey results, suggestions to improve job satisfaction and reduce burnout among secondary teachers are proposed to provide some data support for the education authorities to formulate relevant policies and promote the solid development of the secondary vocational education teaching force. In addition, schools in similar areas can learn certain experiences and lessons from them, and schools that are also facing such problems can make relevant adjustment initiatives in time to reduce the possible economic or human losses.

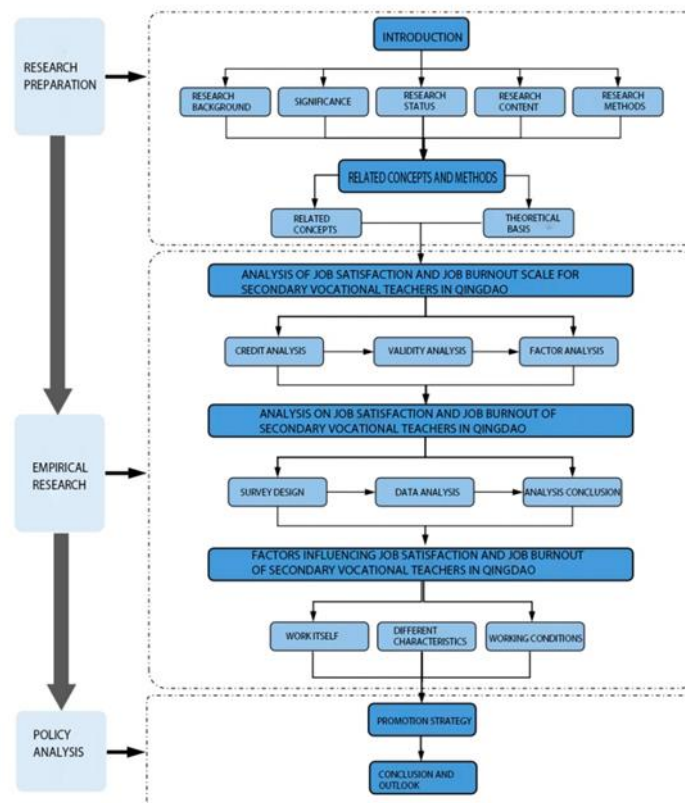
Theory and Literature reviews

By job satisfaction, we mean a holistic, emotionally charged, subjective feeling and perception of teachers about their career, which is the most important job attitude that has an impact on their motivation to work.

The study of job satisfaction first originated from the Hawthorne experiment by Mayo et al. The study pointed out that the main factor determining job satisfaction and employee productivity was the psychosocial factors of employees rather than emotional factors, but it did not specify the related concept of satisfaction. Subsequently, Hoback formally introduced the concept of job satisfaction in Job Satisfaction, stating that it is the employee's physical and psychological perception of environmental factors, that is, the employee's subjective response to the work situation. After the introduction of this concept, the theories related to job satisfaction have been studied by many foreign researchers. However, due to the different theoretical bases of researchers, different definitions have been developed and many different concepts of job satisfaction have emerged. The concepts of job satisfaction can be categorized into three major types, comprehensive concept, reference frame concept, and expectation gap concept.

Conceptual Framework

This study uses the Teacher Burnout Inventory (MBI) and the Teacher Job Satisfaction Inventory as measurement tools, and 300 secondary vocational school teachers in Qingdao as survey subjects. Based on the questionnaire survey, combined with in-depth interviews with 20 front-line teachers of different ages and genders, we understand the status of job satisfaction and burnout of secondary vocational school teachers, explore the relationship between the two, and combine The survey was conducted to understand the status of job satisfaction and burnout among teachers in secondary vocational schools, to explore the relationship between the two, and to propose corresponding countermeasures and suggestions in the context of the educational reality in Qingdao.



1. The thesis elaborates on the background, significance, content, and methodology of the inquiry, and introduces the necessity of this research inquiry.

2. Through the analysis of the inner relationship between occupational stress, job satisfaction, and burnout among secondary teachers, the profound significance of the influence of occupational stress and job satisfaction on burnout of secondary teachers was summarized.

3. Combined with the questionnaire survey of teachers in secondary schools in Qingdao, we analyzed the problems in the career of secondary teachers.

4. Use SPSS21.0 statistical software to statistically analyze the questionnaire and explore the relevant influencing factors and overall conditions represented by the data indicators.

5. The thesis summarizes the characteristics of job satisfaction and burnout of secondary teachers from the perspective of career development, puts forward corresponding suggestions and countermeasures in combination with the professional characteristics of secondary teachers, and summarizes and reflects on the shortcomings of this study.

Research result

7.1 Analysis of Job Satisfaction of Secondary School Teachers in Qingdao

a. Male secondary school teachers are less satisfied than female secondary school teachers in terms of work itself, identity, and interpersonal relationships. There are significant differences in job satisfaction of secondary school teachers in terms of gender, especially in terms of the job itself, sense of identity, and interpersonal relationships, there is a phenomenon that male teachers are less satisfied than female teachers.

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b. The longer the years of service and teaching experience, the lower the job satisfaction of secondary teachers. For teachers with longer working and teaching experience, their novelty has long receded, and all training and promotion opportunities are given to young and middle-aged teachers.

c. Teachers who graduated with a bachelor's degree or below have the highest mean values in the job itself, salary and professional development, and organizational climate, and most of them are students who stay in school to teach, have lower education and are younger, and feel more satisfied with the job compared with their peers.

d. Job titles have significant effects on all six dimensions of job satisfaction. Junior teachers are generally younger, are active and enthusiastic in their work, willing to actively consult their seniors and get along well with their colleagues in class, and are more easily accepted by students.

e. The mean value of teachers who are classroom teachers is lower in terms of salary and management system, because classroom teachers have more responsibilities and are responsible for students' learning and life in addition to teaching, so they spend more energy and take more responsibilities, and the more they invest, the higher the salary they expect. All these make teachers experience more frustration as classroom teachers. In addition, there was no significant increase in salary for teachers working as classroom teachers, and most classroom teachers felt that there was a serious discrepancy between the pay and the reward.

f. Teachers with more class hours have lower job satisfaction than those with fewer class hours, especially in the management system dimension, except for the professional development dimension. Along with the development of society, the update of knowledge is accelerating day by day, and the comprehensiveness of the curriculum is increasing, so teachers have to spend a lot of time finding information and supplementing the content of the books so that they can instruct students more effectively. The higher number of lecture hours leaves little time for additional study and knowledge replenishment, while teachers with fewer class hours have more free time to study or engage in research to continuously improve themselves. This results in lower job satisfaction the higher the number of classroom hours.

7.2 Analysis of burnout among secondary school teachers in Qingdao

a. Male teachers' burnout is more serious than female teachers' burnout in three dimensions, probably because male teachers are under more pressure at work and bear more family responsibilities.

b. Except for teachers with more than 31 years of service, teachers with longer working age have higher scores in all three dimensions than teachers with shorter working age.

c. The higher the education level, the higher the teachers' scores in the dimension of emotional exhaustion. The education level has a significant influence on the burnout of secondary school teachers in Qingdao, and the leaders and management of secondary schools should next consider the dimensions of burnout of teachers with different education levels and introduce corresponding measures in a targeted way to help them reduce their burnout.

d. None of the titles have a significant effect on the burnout of secondary school teachers in Qingdao, but in the next step, the leaders and management of secondary schools should also pay attention to the burnout of teachers with senior titles and help them channel their emotions and relieve their stress.

e. The burnout scores of teachers who are classroom teachers are significantly higher than those of classroom teachers. From the p-value, whether teachers are classroom teachers or not has a significant effect on their burnout, so the leaders and management of secondary schools should pay more attention to secondary teachers who are classroom teachers.

f. The burnout scores of secondary teachers with more weekly classroom hours are significantly higher than those with fewer weekly classroom hours, because the more classroom hours, the fewer time teachers have left for themselves to improve their abilities and spend with their families, and thus teachers are more likely to develop burnout.

Discussion and Conclusion

Based on the research on teachers' job satisfaction and burnout at home and abroad, this paper combined with the characteristics of education development of secondary schools in Qingdao determined the survey scale and interview plan of secondary teachers' professional status in Qingdao and conducted field research and interviews on teachers' job satisfaction and burnout in five secondary schools in Qingdao through the scale and interview plan. the current situation of teachers' job satisfaction and burnout degree in these five secondary schools, and investigate the influencing factors about teachers' job satisfaction and burnout in secondary schools in Qingdao, so as to propose suggestions for improving teachers' job satisfaction and reducing burnout, the results of the study are as follows.

1. The results of the job satisfaction survey in the Qingdao Secondary Teachers' Occupational Condition Questionnaire show that two-thirds of the indicators in the survey sample do not reach the range of "more satisfied", which shows that measures need to be taken continuously to improve the job satisfaction of secondary teachers in Qingdao. The results of the survey on teachers' burnout show that the three dimensions of teachers' burnout in the sample range from 2.60 to 3.10, which means that teachers are in mild burnout and tend to develop moderate burnout, which needs the attention of secondary schools.

2. From the statistical analysis of the differences in job satisfaction of secondary school teachers in Qingdao, it was found that there were significant differences in some dimensions and indicators in Scale B in terms of gender, length of service, and education, while there were significant differences in most dimensions and indicators in Scale B in terms of age, marital status, job title, whether they were classroom teachers and a number of weekly classroom hours. From the statistical analysis of differences in the study of burnout among secondary school teachers in Qingdao, it was found that there were significant differences in marital status, education, and whether or not they were classroom teachers for all three dimensions of Scale C.

3. Strategies to improve the job satisfaction of secondary school teachers in Qingdao: first, improve welfare and humane treatment; second, promote equality and carry out career management; third, update facilities and green office; fourth, reasonable distribution and democratic participation. Suggestions to reduce burnout of secondary school teachers in Qingdao: first, relieve stress and pay attention to physical and mental development; second, social recognition and parental cooperation.

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