

# Problems and Countermeasures of Young Teachers' Occupational Burnout in Higher Vocational Colleges

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**Abstract:** With the development of higher vocational education, young teachers in higher vocational colleges have begun to negatively treat their own work because of overwork, physical exhaustion and psychological pressure. Their professional enthusiasm has been subsided and they no longer fulfill their duties of education seriously, which has caused big negative impact. It affects the physical and mental health and life quality of young teachers, and it also affects the development of higher vocational education. Based on the author's learning and practical experience, this work first analyzed the causes of occupational burnout of young teachers in higher vocational colleges, and then put forward the countermeasures to eliminate the occupational burnout of young teachers in higher vocational colleges.

## 1. Introduction

Relevant data shows that there are more than 70 percent of young teachers in higher vocational colleges who are under the age of 35, and they have become an important part of the higher vocational teachers. Their age-psychological characteristic of poor psychological endurance makes them more susceptible to stress than older teachers of other ages. This group is more prone to occupational burnout [1]. The data shows that about half of the young teachers in higher vocational colleges have obvious emotional exhaustion performance, and about one-third of the young teachers have depersonalized experience. It can be seen that occupational burnout is a kind of occupational injury for young teachers in higher vocational colleges [2-3]. It will seriously affect the mental health and career development of young teachers in higher vocational colleges, so that they can not carry out normal teaching work and affect the normal display of teaching level. This kind of emotion will also spread in teaching, which will affect students' healthy growth and cause certain negative effects. Therefore, it is necessary to make an in-depth analysis of the causes of occupational burnout among young teachers in higher vocational colleges, and summarize lessons to prevent the occurrence of occupational burnout.

## 2. Causes for the Occupational Burnout of Young Teachers in Higher Vocational Colleges

### 2.1 Individual factors

It is difficult to adapt to the needs of vocational education and teaching reform under the new situation if teachers' personal knowledge structure and ability accomplishment are not high. Some teachers have higher professional knowledge and skills, but their expression ability is not good, so they are not suitable for teaching positions, leading to a decline in entrepreneurial spirit, and lack of personal accomplishment. Boring work, lack of new ideas and no clear career goals and pursuits will result in work blindness, so their work enthusiasm is not high. These factors above bring about a variety of phenomena of emotional exhaustion and low sense of accomplishment.

### 2.2 Working factors

Higher vocational colleges have developed rapidly in recent years, and the scale of running school is getting bigger and bigger. However, the development of teachers is lagging behind, the

ratio of students to teachers is generally high, and the teaching workload of teachers is very huge. In addition to regular teaching, teachers also share the tasks and activities of scientific research, student management, enrollment and employment, practical training, assessment creation and training, which makes them physically and mentally exhausted and coping with psychological stress [4]. The students' cultural foundation level in vocational colleges is not high and organizational discipline is poor, so it is difficult to manage and organize teaching. Compared with undergraduates, teaching work is difficult to produce results, making them less aggressive and eager to learn. Teachers in higher vocational colleges often repeat the same course to different classes, and the long cycle of a course can lead to an increase in teachers' sense of emptiness, a weak sense of achievement and a decline in curiosity. The above factors lead to emotional exhaustion, personality disintegration and low achievement [5].

### **2.3 School factors**

Affected by financial factors, the teaching resources and teaching conditions of higher vocational colleges are generally insufficient, which cannot meet the growing demands of teaching and research and practical training, so that teachers are often restricted when carrying out work. They often feel stretched, so their sense of grievance increases and the sense of improvement and the enthusiasm of the work decreases. Some vocational colleges are merged and upgraded by a number of secondary colleges, and their situation is complex. The system and management must face the entire population, so they lack humanity and flexibility, for example, the promotion of professional titles relies too much on soft materials such as papers and scientific research, failing to consider the actual teaching and work. In addition, the dynamic evaluation mechanism cannot be implemented in the evaluation. The evaluation of senior titles means the “iron rice bowl”, and teachers think that they can be safe and worry-free [6]. Without pressure and motivation, they cannot do their best or try to avoid teaching classes, however, young teachers work hard but suffer from lack of opportunities, which can seriously dampen the enthusiasm of the work. Affected by many factors and conditions, the management and service level of higher vocational colleges are low, and the administrative and logistics personnel are not aware of the service. They can not do the work to ensure the teaching as the center and students as the main body, in addition, the salary system is imperfect, the job setting is unreasonable, the treatment is unfair and the distribution is unreasonable, leading to increased complaints, lower satisfaction and lower organizational loyalty. The above factors can cause emotional exhaustion and disintegration of personality [7].

### **2.4 Social factors**

The society generally has high expectations for vocational colleges. There exists some popular statements, such as “there are no students who can't learn, but only teachers who don't teach well” and “students make mistakes are normal, but teachers can't do anything wrong”. Many people think that education is a panacea, “I sent my children to school, you should educate them well”, so that teachers are under too much pressure. Although higher vocational education belongs to higher education, it faces non-excellent and non-successful students who are not selected by undergraduate colleges, so it is regarded to “clean up the mess” for ordinary education. Teachers in higher vocational colleges are difficult to enjoy the same professional honor as that of undergraduate colleges and ordinary college teachers. Low social status results in their decline in authority awareness and hits their self-esteem. Teachers' income is relatively constant and the dynamic fluctuation is small, therefore, many professional curriculum teachers have a large income gap compared with the personnel in the off-campus industry enterprises, and the rising pressure of survival makes them feel uneven strongly [8]. Once there is an opportunity or qualification to enter the industry, many people will leave the teaching team, resulting in serious loss of personnel and unstable teachers team, which is a manifestation of emotional exhaustion and low achievement.

### **3. Countermeasures for Eliminating the Occupational Burnout of Young Teachers in Higher Vocational Colleges**

#### **3.1 Transforming the external environment of society**

Higher vocational colleges should promote themselves through the media and other channels to expand the influence of public opinion. Improving the social status of teachers in higher vocational colleges can make the society understand the importance of higher vocational education and the social value of the work of higher vocational teachers, so that the phenomenon of despising teachers in higher vocational colleges no longer occurs. It is necessary to take some measures to improve the economic treatment and social status of young teachers in higher vocational colleges, such as promoting the government's relevant departments to introduce some policies of respecting teachers and teaching and to enhance the professional pride and enthusiasm of young teachers.

#### **3.2 Renovating the internal environment of vocational colleges**

Firstly, higher vocational colleges should establish a scientific and reasonable teacher evaluation and incentive system, create a good academic atmosphere, provide young teachers with scientific research conditions, and strive to create opportunities for further study [9]. Vocational colleges should also introduce the most cutting-edge and most advanced things, keeping the knowledge of young teachers up to speed. Young teachers should be given opportunities in the evaluation of titles and evaluations.

Secondly, vocational colleges should improve the compensation system and performance appraisal. Reforming the title promotion system, decentralizing the evaluation authority, enhancing the college's evaluation autonomy, changing the traditional evaluation rules based on papers and scientific research, increasing the teaching workload and actual teaching effects, and highlighting the weight of teaching in the title evaluation can give full play to the guiding role of title evaluation in actual work.

Thirdly, it is necessary to strengthen the psychological counseling work of young teachers, strengthen the professional identity of young teachers to affirm themselves and establish reasonable professional expectations. Enjoying life, making friends, seeking social support, and trying psychological suggestion can improve self-regulation. Only in this way can teachers experience the success and the respect from students in the teaching work. This sense of accomplishment can help teachers experience more work pleasure and relieve occupational burnout. Caring for teachers' physical and mental health, actively conducting health checkups, establishing health records, organizing a variety of cultural and sports competitions and fun activities, planning staff gatherings, building staff leisure and entertainment venues and setting up trade union activity groups can increase the opportunities for teachers to exchange, enrich campus life, enhance cohesiveness and cooperation among colleagues, create a harmonious humane atmosphere, and reduce the occurrence of occupational burnout.

#### **3.3 Strengthening the personal cultivation of young teachers**

Teachers should establish correct professional concepts. The value of teachers is gradually reflected in education and teaching, and it is the comprehensive cultivation and shaping of people. It promotes the development of society and the progress of mankind by cultivating individuals. The public should realize that the profession of teachers is glorious and at the same time burdensome. Teachers should stay away from fame and fortune and their life should be plain and orderly. From the perspective of themselves, teachers should recognize themselves, constantly strengthen their own quality and enhance their personality. Understanding correctly of education and the responsibilities requires teachers to have a high standard of professional ethics, a certain spirit of dedication and a firm professional belief. Teachers must correctly understand occupational burnout and actively adjust themselves. They should improve their self-adaptation through self-motivation, change their cognitive patterns, and think about problems with flexible thinking. Knowledge is power, and personality is also power. The most important thing to be a teacher is to be a person first.

People who have profound knowledge can be a teacher, and people who have integrity can be the model. If teachers have a high sense of professionalism and responsibility, fully devote themselves to education and create a positive attitude, many difficulties will be gradually solved and overcome.

#### 4. Summary

There are many reasons for occupational burnout of teachers in higher vocational colleges, which come from society, colleges, organizations and individuals. Young teachers in higher vocational colleges generally have the phenomenon of overwork, physical exhaustion and psychological stress. Higher vocational colleges should have countermeasures to avoid occupational burnout. The daily teaching work should create a harmonious atmosphere and the management should take scientization, humanization, standardization and democratization as the criterion to effectively improve the treatment and social support level of young teachers in higher vocational colleges. The higher the satisfaction of young teachers on their work, the higher the enthusiasm of young teachers to take the initiative to work, and the lower frequency of job occupational burnout.

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