

The Influence of Self-worth on the Burnout of Health Care Teachers in Primary and Secondary Schools in Shanghai

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Abstract: Purpose: To explore the status of self-worth and job burnout of health care teachers in primary and secondary schools in Shanghai, and to analyze the relationship between them. Method: In this study, 227 health care teachers in primary and secondary schools from 16 districts of Shanghai were selected by random sampling. Questionnaires on Self-Worth of Primary and Secondary School Teachers, Simplified Coping Style Questionnaire and Job Burnout Scale of Primary and Secondary School Teachers were used to conduct the survey. Results: The job burnout of health care teachers in primary and secondary schools in Shanghai was at a medium level, and the overall coping style was more positive. There was a significant difference in self-worth and burnout among full-time and part-time primary and secondary health care teachers. The self-worth value of full-time health care teachers was significantly higher than that of part-time health care teachers, and the burnout was significantly lower than that of part-time health care teachers. The coping styles of health care teachers in primary and secondary schools have a mediating effect in self-worth and burnout. Conclusion: The job burnout of health care teachers in primary and secondary schools was not obvious, and the coping style can predict the degree of job burnout of health care teachers.

1. Introduction

Over the past 30 years, many scholars at home and abroad have made extensive and in-depth research on job burnout, and have achieved a lot of research results. Among them, teachers have received more attention as a high-risk group of burnout. However, most of the researches have focused on teachers in primary and secondary schools and colleges, but few on health care teachers in primary and secondary schools. Compared with other groups of teachers, health care teachers have their own professional uniqueness, and the pressure on different working objects and working environment is different. Therefore, the existing research results on burnout of teachers in primary and secondary schools or colleges cannot be equated with that of health care teachers. Moreover, many studies have emphasized that the study of job burnout must be placed in the specific industry in which it occurs. For understanding the teacher's job burnout, it is critical to consider the specific scenarios in which the educational behavior takes place. Health care teachers in primary and secondary schools are the main force to ensure the health of adolescents and children in primary and secondary schools and to promote school health work. Constructing a team of health care teachers with advanced health concepts, outstanding health care ability and high education level is the key link in building a school health work system. The working ability and load of health care teachers will directly affect the quality of school health work (Notice of the Shanghai Municipal Education Commission and the Municipal Education Commission on the Further Strengthening of School Health Care Work, 2013). Therefore, the research on job burnout of health care teachers in primary and secondary schools should be strengthened.

Studying the factors that influence job burnout is the basis for prevention and effective control. However, according to the current research, most of the research on teachers' job burnout in primary and secondary schools only stays at the level of basic condition investigation, inducing factors and general experience summary. Some researchers recognize the important influence of individual subjective initiative on teachers' job burnout (Liu, 2004). It is found that self-worth plays an

important role in predicting job burnout. In Xu Fuming's research on primary and secondary school teachers, it is found that the higher the level of self-worth, the lower the score of job burnout (Xu, 2003). That is to say, teachers' high self-worth may help to alleviate their job burnout. It is also found in Miller's research that teachers who have high self-worth and can effectively cope with stress events experience less burnout, are more satisfied with colleagues and managers, and have a higher sense of achievement (Miller, 2007). However, how does self-worth affect burnout? The mechanism of its impact is not clear. Some researchers have pointed out that individuals with high sense of self-worth have a high sense of security and a positive self-perception of full development, which is not easily affected by external assessments, criticisms, and praises, and in the face of various events or specific internal and external environmental requirements, can make constantly changing cognitive and behavioral efforts, that is, self-worth has a positive predictive effect on positive coping styles. Whether coping style can reduce or increase the level of stress response, thus affecting the relationship between stress and emotional disorders of individuals with different self-worth is not clear.

Based on the above reasons, this study aims to investigate the status quo of job burnout of health care teachers in primary and secondary schools in Shanghai, and to explore the effect of self-worth on job burnout and its mechanism.

2. Objects and methods

2.1 Objects

A questionnaire survey was conducted among health care teachers in 227 primary and secondary schools in 16 districts of Shanghai. Among them, there are 97 primary schools, 75 junior middle schools, 21 senior middle schools, 19 nine-year system schools, and 15 secondary schools. Interviews with health care teachers in 6 schools in Jing'an District and Pudong New Area were conducted.

2.2 Research tools

2.2.1 Primary and secondary school teachers' self-worth questionnaire

The questionnaire of self-worth of primary and secondary school teachers compiled by Wang Jinsu (2005) is self-reported, which contains 23 items, and is scored by five points: 1 stands for "complete non-conformity" and 5 stands for "complete conformity", requiring the subjects to choose according to their actual situation. The internal consistency reliability coefficient and retest reliability coefficient of the questionnaire are 0.86 and 0.93 respectively, which have good reliability and validity.

2.2.2 Simple coping style questionnaire

Simple coping style questionnaire compiled by Xie Yaning (2006) was adopted, which consisted of two dimensions: positive coping style and negative coping style, with a total of 20 items. Using four-point scoring, after each coping style item, four choices were listed: non-use, occasional use, occasional use and frequent use (corresponding scores were 0, 1, 2 and 3). The results were average score of positive coping style dimension and average score of negative coping style dimension. The retest correlation coefficient of the scale was 0.89; the α coefficient was 0.90; the α coefficient of the positive coping subscale was 0.89; and the α coefficient of the negative coping subscale was 0.78.

2.2.3 Primary and secondary school teachers' burnout scale

In this study, the Job Burnout Scale for Primary and Secondary School Teachers compiled by Wang Fang and Xu Yan (2003) was adopted, which has good reliability and validity. The questionnaire had four dimensions: emotional exhaustion, depersonalization, intellectual burnout and achievement, 32 items, used 7-point scoring, requiring participants to choose according to the frequency of their experience. The internal consistency reliability of the scale was tested, and the

total α coefficient was 0.81. The α coefficients of all dimensions ranged from 0.67 to 0.89. In recent years, the scale has been widely used in teachers' job burnout in China and was used in this study as a quantitative table of teachers' job burnout.

3. Results

3.1 Basic situation of job burnout of health care teachers in primary and secondary schools

Generally speaking, the burnout of health care teachers in primary and secondary schools was not obvious. The average of the emotional exhaustion dimension was 2.79 ± 1.35 , which was relatively serious among the four dimensions. Intellectual burnout took the second place with an average score of 2.12 ± 1.02 , and the depersonalization had the lowest score with an average of 2.04 ± 1.07 , and the score of sense of personal achievement was relatively high with an average of 3.99 ± 0.93 , which showed that teachers' personal achievement was relatively high.

3.2 The basic situation of self-worth of health care teachers in primary and secondary schools

The average score of self-worth of health care teachers in primary and secondary schools was 87.39. Compared with the median of 57.5, the self-worth of teachers in primary and secondary schools was higher on the whole. The results of repeated measurement variance analysis showed that there were significant differences among the five dimensions of self-worth, among which the personal morality had the highest score with an average of 4.98 ± 1.02 , and the students' feedback took the second place with an average of 4.03 ± 0.72 , while the social inclusion had the lowest score lower than the median of 3 with a larger dispersion degree.

3.3 Mediation analysis

In order to explore whether the effect of self-worth on job burnout is mediated by coping style, the mediating effect of emotional variables was tested by sequential test in this study.

3.3.1 Correlation analysis of measurement variables

In this study, the correlation among the variables investigated is shown in table 1. The results show that there is a significant correlation between health care teachers' sense of self-worth and the total score of job burnout.

Table 1 Results of correlation analysis of various research variables

	1	2	3	4
1 Sense of self-worth	1			
2 Positive coping style	0.60**	1		
3 Negative coping style	-0.32**	-0.17**	1	
4 Job burnout	-0.47**	-0.42**	0.44**	1

3.3.2 Model validation analysis

According to the Bootstrap program compiled by Hayes(Hayes, 2013), data analysis was carried out to control the type of school and the situation of full-time and part-time teachers. Self-worth was used as a predictive variable, positive coping style and negative coping style were used as mediating variables, and job burnout was used as an outcome variable. The results showed that self-worth could significantly predict the total score of job burnout, and both positive and negative coping styles could significantly predict the total score of job burnout. Self-worth could significantly predict positive and negative coping styles. When the positive and negative coping

styles were controlled respectively, the predictive effect of self-worth on job burnout was still significant, but the influence of self-worth on job burnout declined to a certain extent. The overall results indicate that positive and negative coping styles play a mediating role in this study. The influence of self-worth on job burnout is partly realized through positive and negative coping style variables.

Table 2 Mediation analysis of positive coping styles

Regression equation		Overall fit index			Significance of regression coefficient	
Result variable	Predictive variable	<i>R</i>	<i>R</i> ²	<i>F</i>	β	<i>t</i>
Job burnout	Sense of self-worth	0.47	0.22	64.45	-0.36	2.90**
Positive coping style	Sense of self-worth	0.60	0.36	127.55	0.29	-2.81*
	Positive coping style				-0.35	-3.35**
Job burnout	Sense of self-worth	0.50	0.25	38.07	-0.26	-2.86**

Table 3 Mediation analysis of negative coping styles

Regression equation		Overall fit index			Significance of regression coefficient	
Result variable	Predictive variable	<i>R</i>	<i>R</i> ²	<i>F</i>	β	<i>t</i>
Job burnout	Sense of self-worth	0.47	0.22	64.45	-0.36	2.90**
negative coping styles	Sense of self-worth	0.32	0.10	25.16	-0.14	-2.56*
	negative coping styles				-0.58	-3.23**
Job burnout	Sense of self-worth	0.56	0.32	45.21	-0.28	-2.56**

Note: all variables in the model are normalized and then brought into the regression equation.

4. Discussion

4.1 The basic situation of self-worth of health care teachers in primary and secondary schools

It is found that the overall level of self-worth of health care teachers in primary and secondary schools is relatively high, indicating that health care teachers in primary and secondary schools have a higher evaluation of their importance, a better degree of self-acceptance and a higher sense of self-worth. In the five dimensions of teachers' self-worth, personal morality has the highest score, followed by student feedback, the social inclusion has the lowest score and a larger degree of

dispersion. The higher score of teachers' personal morality also reflects teachers' requirements of "to be knowledgeable and well-behaved". Professional norms require teachers to pay attention to their moral quality and personal cultivation. The higher self-worth of teachers also comes from the students' good evaluation to them. Student evaluation is one of the most important items for teacher evaluation, which also directly affects the teacher evaluation. In addition, schools usually pay close attention to students' opinions and often ask students to give their opinions to teachers, which make teachers pay more attention to students' opinions on themselves. At the same time, in daily health education and education activities, health care teachers are also greatly influenced by students. Positive feedback from students can stimulate teachers' enthusiasm for work or stimulate their creative thinking. The survey shows that a higher students' feedback dimension of the teachers' self-worth indicates that they have good prestige among students and are loved by students. The survey results also show that a low level of social inclusion of teachers is mainly due to the fact that basic education in China has been limited to exam oriented education. Although the State Education Department and all walks of life attach great importance to students' physical and mental health, they have also promulgated corresponding laws and regulations to ensure students' physical and mental health, under the education system which overemphasizes the examination results, school health education has to give way to the main subjects such as Chinese and Mathematics. Without mature health education curriculum system, health care teachers tend to be marginalized. Most local educational administrative departments have not brought their professional teachers into the professional development system of teachers.

4.2 Basic situation of job burnout of health care teachers in primary and secondary schools

The results of this study on the job burnout of health care teachers in primary and secondary schools show that: generally speaking, the job burnout of health care teachers in primary and secondary schools is not very serious. Emotional exhaustion is relatively serious among the four dimensions, followed by intellectual burnout, the lowest is depersonalization, and teachers' personal sense of achievement is relatively high. Emotional exhaustion is the core component of teachers' job burnout. It refers to the exhaustion of teachers' personal work enthusiasm, which is characterized by boredom, irritability and the decline of enthusiasm. It is a state of extreme emotional fatigue. In the process of primary and secondary school health care teachers' career development, there is a lack of professional title evaluation series and the assessment and evaluation mechanism is not perfect, which to some extent limits their enthusiasm for work. In addition, the content and form of daily health education and health management of health care teachers are largely duplicated, and coordination between managers such as class teachers is required. The diversity of teaching objects and management makes teachers' enthusiasm for work fade away gradually, which is the most serious among the four dimensions of teachers' job burnout. The intellectual burnout and depersonalization of primary and secondary school health care teachers are relatively mild, indicating that teachers are still more enthusiastic and responsible to students, and they do not show serious indifference and negative behavior to students. Although enthusiasm for work has subsided, teachers have not given up their responsibilities. Despite the dullness of teachers' work, the positive evaluation of their work and their own is strengthened when they see their students grow up all over the world, so teachers' sense of achievement is still high.

4.3 Mediating effect of coping styles of primary and secondary school teachers

The relationship among self-worth, coping style and job burnout of health care teachers in primary and secondary schools was investigated in this study. The results showed that coping style was a mediating variable between self-worth and job burnout of primary and secondary health care teachers, and coping style played a mediating role between them. According to the fear management theory of self-worth, self-worth is used as a buffer for anxiety. When individuals are threatened, a sense of self-worth will induce certain social behaviors to remedy and defend (Shao, 2006). Job burnout is caused by physical, emotional, behavioral and other physical and mental exhaustion of teachers when facing the excessive demands of the outside world and beyond personal energy and resources. Before the emergence of job burnout, the sense of self-worth as an

anxiety buffer plays a role of relieving. The level of self-worth affects the degree of job burnout. Teachers make cognitive or behavioral efforts and adopt different coping styles to alleviate or mediate environmental stress and maintain physical and mental health when facing different stress situations or pressures. Teachers' job burnout is influenced not only by coping styles but also by teachers' self-worth. That is to say, self-worth directly affects job burnout, and also affects job burnout by influencing coping styles.

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