

Study on the Countermeasures and Causes of Occupational Burnout of English Teachers in Minority Preparatory School

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Abstract: In order to balance the development of education for all ethnic groups, Chinese leaders of education attach great importance to the preparatory education of ethnic minorities. Minority preparatory English teachers are a special group of teachers. English is a compulsory subject for ethnic students. English teachers in minority preparatory school have made important contributions to providing qualified minority preparatory students for target universities. While making contributions, many minority preparatory English teachers are suffering from job burnout. This paper mainly discusses the causes of occupational burnout of minority preparatory English teachers and the countermeasures to be taken.

1. Introduction

Job burnout was proposed by American clinical psychologist Freudenberger in 1974. Maslach believes that job burnout includes three dimensions: low personal achievement, emotional exhaustion and de-individualism.[1] Job burnout is an occupational disease, which has great influence on the life and work of office workers. Teachers' job burnout not only influences their professional level, but also produces their occupational stress and job identification barrier, affecting their psychological health, teaching self-efficacy and quality of life, job performance, job satisfaction, subjective well-being and related factors, a tendency to leave and have a negative effect on teacher's classroom teaching behavior and students' learning and social development.[2] Teacher's occupational burnout not only affects the work, but also has effect on the family, colleague relationship and teachers' physical and mental health. English teachers of minority preparatory courses play an indelible role in ethnic minority education for the stability of all ethnic peoples. As long as their physical and mental health can be kept, they can devote to the education of minority preparatory courses. Therefore, it is of practical significance to study the countermeasures and causes of occupational burnout of minority preparatory English teachers.

2. The Causes of Occupational Burnout of Minority Preparatory English Teachers

In order to better contribute to the cause of minority preparatory education, it is necessary to analyze the reasons for the occupational burnout of English teachers in minority preparatory schools. Only in this way, can the occupational burnout of English teachers in minority preparatory courses be better solved. As follows, the writer talks about the causes of occupational burnout of minority preparatory English teachers.

2.1 Ethnic Minority Preparatory English Teachers are Mainly Female.

In colleges and universities, most English teachers are female, and the English teachers of minority preparatory courses are no exception. The majority of minority preparatory English teachers are female teachers, mostly young teachers, who have multiple identities. At school they are English teachers, at home they are mothers, wives, daughters-in-law, daughters. They need take care of the old and look after the young as well. Especially when they have children, they face with more complicated things. Before the age of 3, children's body resistance is relatively weak, and they need more family care. Especially after China's two-child policy was executed, many people whose

wives are minority preparatory English teacher planned to have a second child, which imperceptibly increased great pressure on female English teachers in ethnic schools. It takes ten months for an English teacher of minority preparatory course from conception to delivery, the process that only a woman who had given birth to a child can understand. Especially three years after the birth of a child is to spend a lot of time. In addition to work, minority preparatory English teachers with a second child spend most of their time in taking care of their children. The first three years of child should be paid attention to keep their health. Three or more than three -year- child should be attached importance to tutoring homework, especially after child attends primary school. Every day parents must supervise the child doing homework, check child's homework. Therefore, heavy housework also leads to job burnout among minority preparatory English teachers.

2.2 Heavy Work Tasks.

Minority preparatory English teachers' teaching tasks are heavy, especially when a lot of minority preparatory students are recruited, a minority preparatory English teacher has to take 20 to 24 classes a week, in addition to class task, and the evaluation lectures of supervisor and peer, research pressure, performance appraisal pressure, some minority preparatory teachers undertake after-school tutoring students stress, some minority preparatory English teachers should take 2 subjects with three classes, they should check minority preparatory students' homework 10 times in a semester, which takes a lot of time for minority preparatory English teachers to correct minority preparatory students' assignments, some minority preparatory English teachers with two or over two classes, the high repetition rate of the same course leads to fatigue, work enthusiasm is not high for them. Due to the heavy pressure, such as lack of initiative and thirst for knowledge, minority preparatory English teachers are struggling to cope with, and their rebellious psychology is serious, which is likely to lead to emotional exhaustion and low personal sense of achievement [3].

2.3 Leaders' Management Styles.

The management of some minority preparatory base is too strict, requiring minority preparatory English teachers staying at school without classes. Most of them don't like staying at school after finishing classes. Some are willing to take homework home to correct, but do not want to check at school. At school, minority preparatory English teachers feel job pressure, so they are willing to take some things home to do. In addition, some leaders have meetings that can be completed in 10 minutes but they complete the meetings after half an hour or longer. Some minority preparatory English teachers ask for leave because their children are sick, but some leaders do not approve their leave. Some leaders will approve their leave, but at the end of the year their performance assessment would suffer, in fact, asking for leave deducts wages at that month, and at the end of the year assessment deduces points, which affects salary of them. Therefore, this management mode aggravates the job burnout of minority preparatory English teachers and even leads to the resignation of many minority preparatory English teachers.

2.4 Pay and Return is not Equal.

With the improvement of social living standards, living expenses are increasing, housing prices are rising, but wages are not increasing. Some schools have not raised salaries for 4-5 years, resulting in a lot of minority preparatory English teachers' low enthusiasm for work, or even a reluctance to spend too much energy and time on teaching. However, due to their lack of experience, they failed to apply for the project successfully for many times, and even the project could not pass the school's application. All these would make the English teachers of minority preparatory courses reluctant to apply for the project again. Because some colleges and universities do not fully reflect individual values, rights and interests when formulating assessment and allocation rules, some teachers may feel the "paying-back" imbalance, gradually lose initiative, and even appear psychological fatigue and exhaustion.[4] According to the resource conservation theory, job burnout is a negative result when individuals' resource consumption fails to meet their work requirements and expectations.[5]

2.5 School and Social Reasons.

First of all, the English teachers of minority preparatory courses are highly mobile, and many newly graduated teachers regard the minority preparatory school as a springboard or a transitional period. Many new teachers have no sense of belonging, some preparatory base is not stable which caused by the change of the national policy, so some minority preparatory English teachers are assigned to other colleges, some minority preparatory English teachers have to resign. Appearing this kind of phenomenon made preparatory base of minority preparatory English teachers lack of a sense of security, they feel staying there unstable. Although some keep staying in minority preparatory base, they will suffer from being assigned to other college or resignation of crisis. Secondly, many people in the society look at minority preparatory English teachers with colored glasses and feel that minority preparatory English teachers do not teach college students or high school students, so they are in an awkward position. Finally, there are few opportunities for minority preparatory English teachers to receive vocational training, communicate with peers in other preparatory education bases, communicate with outside experts and scholars, and improve themselves. Therefore, minority preparatory English teachers are confused about their career development prospects.

3. The Countermeasures of Minority Preparatory English Teachers' Occupational Burnout

Minority preparatory English Teacher' job burnout not only affects their physical and mental health, but also affects the education and teaching level and scientific research development of the whole school. It is also related to the improvement of education and teaching level and scientific research level. Therefore, their occupational burnout should be attracted attention of all levels of China. [6]

3.1 Countermeasures for the First Reason of Minority Preparatory English Teachers' Occupational Burnout.

It is inevitable that the majority of minority preparatory English teachers are women, since there are relatively few male English teachers. To solve this problem, first of all, the leadership of the preparatory education base should properly care for the minority preparatory English teachers who are breast-feeding or nursing children under three years old. Female colleagues should also take care of each other, and help each other if they can. In addition, English teachers of minority preparatory courses should be supported by family members, especially their spouses. They work very hard during the day, and have few time and energy to do housework, take care of children and educate their children. If they have the old person at home, the old should do some housework which can be done by them, for example, the old can buy vegetables, mops the floor and so on.

3.2 Countermeasures for the Second Reason of Minority Preparatory English Teachers' Occupational Burnout.

The teaching hours of English teachers for minority preparatory courses should be appropriately reduced. When the enrollment situation of minority preparatory education bases is good, part-time teachers can be appropriately increased, and part-time teachers can hire English post-graduate students for the second year in colleges and universities. Through professional and systematic study, they have acquired the ability to teach English to minority preparatory students. For correcting homework, The writer thinks it is acceptable to give simple homework to English subject representatives or students with good grades for correcting, such as correcting words so that students with good grades or subject representatives mark simple homework, which not only increases their memory of what they have learned, but also enhances their sense of achievement. Minority preparatory English has different levels. Class time of different levels is not the same. For minority preparatory English teachers who have taught the same course for more than three years, they can teach English at another level to avoid repetition and reducing their sense of job burnout.

3.3 Countermeasures for the Third Reason of Minority Preparatory English Teachers' Occupational Burnout.

Adopt humanized management, some minority preparatory education bases do not require staying at school for eight hours. Some leaders only require minority preparatory English teachers finishing the work, who can go home. If they can't finish your homework at school, they can take it home and check it. Some teachers are far away from the school. If they ask to stay at school for eight hours, they will leave home early and return home late, which is bound to increase the sense of occupational burnout of them. If not, it will greatly reduce the sense of occupational burnout of the minority preparatory English teachers and increase the affinity of the leaders. Generally speaking, if minority preparatory English teachers have no matter, they will not ask for leave, asking for leave means deducting part of the month's salary, they will deduct money in the end of the year, so they could not ask for leave at random. Minority preparatory English teachers who asked for leave can be appropriately deducted points in performance assessment at the end of the year, but not more than a school-level project.

3.4 Countermeasures for the Fourth Reason of Minority Preparatory English Teachers' Occupational Burnout.

Because consumption levels are improving, it is recommended that the leaders of the national minority preparatory base properly improve the treatment of the minority of primary English teachers so that they can mobilize the enthusiasm of the minority of the English teachers and increase their sense of ownership. At the same time, they can stay and keep working at school so that we can stabilize the development of the minority preparatory education, and reduce the sense of burnout of them. In scientific research, leaders should encourage the application of provincial project even if they fail, give academic lectures to them, and let them learn experience from experts or colleagues who have successfully applied for provincial projects. In addition, minority preparatory English teachers should establish the spirit of dedication. Doing scientific research can not be finished in one day, which needs long-term effort and knowledge reservation. In order to improve scientific research ability, the minority preparatory English teachers need to put a lot of time into the research and prepare for the continuous study.

3.5 Countermeasures for the Fifth Reason of Job Burnout of Minority Preparatory English Teachers.

Leaders of minority preparatory bases should attach importance to English teachers of minority preparatory courses, solve practical problems for them, and give them a sense of achievement and belonging at school. The instability of enrollment of minority preparatory students is determined by the national policy. The writer hopes that relevant leaders can properly consider the occupational burnout of minority preparatory English teachers when making decisions. It is inevitable that English teachers of minority preparatory courses will be diverted due to the change of national policies, and leader of minority preparatory courses should do a good job in settling down them. Minority preparatory English teachers cannot change the fact that some people in the society look at them with colored glasses, but they can change their ways of thinking and have a sense of accomplishment as long as they are dedicated to the cause of education. As long as they dedicate to education with their hearts, they will gain. In addition to using their spare time for self-study, continuous improvement of professional knowledge and other abilities, leader in the minority education bases can provide vocational training for English teachers of minority preparatory courses or communicate and study opportunities with minority preparatory English teachers in other minority preparatory education base.

4. Summary

English teachers of minority preparatory school have made important contributions to providing qualified minority preparatory students for target universities. In order to better develop minority

preparatory education, the problem of job burnout of minority preparatory English teachers cannot be ignored. The writer hopes this paper can help solve the problem and provide help for the education of minority preparatory education.

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