

Study on the Causes and Intervention Strategies of the Burnout of Physical Education Teachers in Primary and Middle Schools of Guangdong Province

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Abstract: Based on the research and absorption of relevant research results, this paper studies the current situation and causes of the occupational burnout of some primary and middle school PE teachers in Guangdong Province through literature, questionnaires, expert interviews, mathematical statistics and logical analysis. And put forward relevant intervention strategies to provide a theoretical basis for alleviating the job burnout of primary and secondary school PE teachers.

1 Introduction

On July 8, 2019, in the Central Committee of the Communist Party of China, the State Council issued the "Opinions on Deepening the Reform of Education and Teaching Reform and Comprehensively Improving the Quality of Compulsory Education", clearly stating that the "five-education" should be adhered to simultaneously, and in the comprehensive development of quality education, "enhanced physical exercise" "If you fail to meet the physique health eligibility criteria, you must not issue a diploma; open a full-time physical education class, and include physical education subjects in the high school stage school entrance examination admissions scores and other opinions ^[1]. The submission of opinions is both an opportunity and a stress for physical education teachers, especially primary and secondary school physical education teachers.

At present, due to the rapid development of social science and technology, the speed of knowledge renewal is accelerating, and modern education methods are emerging one after another. Physical education teachers must not only face increasingly complicated educational and teaching tasks, frequent changes in educational reforms, students with increasing individual differences, but also long-term Face the high demands and high expectations of the society and parents for education. Physical education teachers put a lot of energy and emotion into their daily work, and the efforts they make often cannot be immediately reflected or obtained a fair evaluation. When the pressure builds up for a long time and cannot be intervened in time, it will lead to burnout. Therefore, in order to better implement the work of the Party Central Committee and the State Council's "Opinions on Deepening the Reform of Education and Teaching Reform to Improve the Quality of Compulsory Education", this study investigates and analyzes the level of job burnout and stressors of PE teachers in primary and middle schools in Guangdong Province. It leads to the current job burnout of primary and secondary school PE teachers, the causes of occupational stress, and proposes relevant intervention strategies. For the PE teachers in primary and middle schools in Guangdong Province, they are better able to provide support to the education cause wholeheartedly.

2. Research Objects and Methods

Through the literature, questionnaires, interviews, mathematical statistics, logic analysis and other methods, some primary and secondary school physical education teachers in the Pearl River Delta region of Guangdong Province were surveyed. The questionnaire surveyed the two parts of job burnout and occupational stressors. The first part adopted the teacher job burnout. Table (MBI-ES) third edition; the second part of the physical education teacher occupational stress questionnaire,

from the student factors, work factors, occupational expectations factors, organizational climate factors, self-development factors, scientific research factors in six dimensions of physical education teachers occupational stressors measuring. A total of 200 questionnaires were distributed and 192 were recovered. The recovery rate was 96%, of which 181 was effective and the effective rate was 94.3%.

3. Results and Analysis

3.1 Current situation of occupational burnout of physical education teachers in primary and middle schools. From the survey results of the three dimensions of burnout (see Table 1). At present, physical education teachers in primary and middle schools in Guangdong Province have mild emotional exhaustion and low personal achievement, and the degree of humanization is not high. This result indicates that there is a certain degree of burnout in primary and secondary school physical education teachers.

Table 1 Survey of occupational burnout of primary and secondary school physical education teachers (n=181)

	Emotional exhaustion	Dehumanization	Personal accomplishment
Primary school (71)	2.95±0.62	2.21±0.75	3.36±0.57
Secondary school (110)	2.73±0.51	2.44±0.71	3.45±0.6

3.2 Status of occupational stressors of physical education teachers in primary and middle schools. Many scholars believe that burnout is caused by long-term work stress. Dunham believes that teacher burnout is an extreme reaction when teachers can't cope with stress. It is the emotion, attitude and behavior produced by teachers under long-term stress experience^[4]. In order to find out the causes of job burnout of physical education teachers in primary and middle schools, these teachers were investigated for occupational stressors.

The survey results (Table 2) show that the overall feeling of occupational stress of primary and secondary school physical education teachers is mild, but some stressors have reached the medium intensity level. The occupational stressors of primary and secondary school physical education teachers are mainly concentrated in occupational expectations (primary school physical education teachers Stress values have reached medium intensity levels), work factors, self-development and scientific research.

Table 2 Survey of occupational stressors of primary and secondary school physical education teachers (n=181)

		Total stress	Student factor	Work factor	occupational expectation factor	organizational factor	self-development	Research factor
Primary school (71)	Mean	3.01	2.64	3.35	3.61	2.68	2.84	2.96
	Sd	0.52	0.47	0.67	1.08	0.72	0.68	0.68
	Ranking		6	2	1	5	4	3
Secondary school (110)	Mean	2.9	2.75	2.82	3.15	2.65	3.04	2.95
	Sd	0.43	0.57	0.63	0.74	0.65	0.69	0.64
	Ranking		6	4	1	5	2	3

3.3 Analysis of the Causes of Physical Education Teachers' Job Burnout. Through literature and literature, in the interviews with primary and secondary school teachers and related experts, the stress of physical education teachers in primary and middle schools in Guangdong Province is concentrated on social support, management system, work factors, self-development of physical education teachers, role conflicts and roles of teachers, and individual teachers. Factors and other aspects.

3.3.1 Social support. Social support refers to the various help that people get from society, and it is an important condition for PE teachers to turn pressure into driving force. Professional reputation and economic income are the most direct expression of social support^[4]. If the society and the education departments at all levels disregard the needs of physical education teachers and do not give the

physical teachers the support they deserve, it will easily dampen the self-esteem and enthusiasm of the physical education teachers. The professional expectations of physical education teachers will be greatly reduced, so that the felt work will be greatly reduced. Stress gradually becomes negative pressure and translates into burnout.

3.3.2 The workload and working environment of physical education teachers. Teacher's emotional exhaustion due to work load and work environment is the beginning and most typical characteristic of teacher burnout process. In addition to completing the prescribed teaching tasks, physical education teachers must also undertake inter-curricular exercises, extracurricular activities for students, daily training of various sports teams in the school, and lead teams to participate in competitions; the workload of teachers is multiplied, and physical education teachers are mostly working outdoors. High-intensity work and a hot working environment can easily lead to physical, psychological and emotional fatigue of physical education teachers. In addition, physical education teachers must also be tired of coping with various inspections and assessments from higher authorities ^[5].

3.2.3 Research pressure. In recent years, with the emphasis on scientific research, the status of scientific research has risen rapidly. Research titles, teachers' evaluations, and teacher assessments all require research. Moreover, research and professional title evaluation are closely related, and the professional title is inseparable from the teacher's economic treatment and social status. Most of the primary and secondary school physical education teachers have weak cultural foundations, and the overall scientific research consciousness is not strong. The knowledge structure is single and the written expression ability is poor, which leads to the lack of scientific research ability. In addition, the school lacks scientific research funds and lacks high-quality scientific research leaders. Under the combined effect of various factors, the pressure on physical education teachers has doubled.

3.2.4 Professional Development Opportunities and Continuing Education. American psychologist Farber (1991) pointed out that teachers' lack of professional development opportunities in schools is one of the important reasons for their burnout. Due to the shortage of education funds and the lack of attention of physical education teachers, physical education teachers have fewer opportunities for further studies, training and continuing education than other teachers. The lack of opportunities for continuing education has made them unable to understand new concepts and new knowledge of education, resulting in aging of knowledge, decline in ability, and impeded personal development. As a result, their sense of accomplishment is gradually reduced, self-confidence is frustrated, disappointment with work, and burnout.

3.2.5 Professional role of physical education teacher. Teacher occupation is a typical scenario of role conflicts. With the full implementation of quality education, physical education teachers not only play the role of educators, but also play various roles such as “leaders” and “shapers” to cultivate students' physical and mental health. It is easy for a person to play a variety of roles at the same time to make the teacher's psychology contradictory. If the physical education teacher is in this kind of contradiction for a long time, he will feel uncomfortable. In addition, some physical education teachers have insufficient understanding of the school sports functions and goals under the education reform, failing to correct their position, unclear their own tasks, causing vague roles, and being unable to distinguish between primary and secondary in the work. , causing mental stress and burning.

3.2.6 Individual factors. Studies have shown that “achievement motivation, personality traits, professional growth and other factors will affect the physical burnout of physical education teachers.” ^[6] In addition, excessive achievement motivation can also cause physical education teachers to burnout, because excessive achievement motivation makes physical education teachers It takes more energy to work, and when it is expected to be successful, it is afraid of failure. Once things fail, it will cause anxiety to the teacher's psychology, and then burnout.

3.2.7 Management Mechanism. Many schools now advocate scientific management, but while emphasizing the rationality of the management system, they ignore human nature. Various institutionalized management makes physical education teachers feel at a loss. Physical education teachers spend a lot of time in the course of class to cope with the assessment and examination of

various formalisms. While the school is demanding to improve the quality of teaching, it does not give space for physical education teachers to play. The system, outline, content and evaluation of imperfect and unsuitable personality for teachers and students limit the creativity of physical education teachers. In addition, physical education teachers and other teachers work differently, and the difficulty of promotion of physical education teachers' titles makes physical education teachers prone to psychological imbalances. In the long run, it is easy to cause burnout.

4 Intervention Strategies for Job Burnout of Primary and Secondary School PE Teachers

Burnout is the result of long-term accumulation of occupational stress, so occupational stress is the root cause of burnout. Only by resolving occupational stress can job burnout be effectively alleviated. Stress is the result of interaction between external and internal factors. External factors work through internal factors. In order to alleviate the professional pressure of teachers, we should simultaneously intervene from both inside and outside.

4.1 Regulate external environmental factors, interfere with occupational stress, burnout

4.1.1 Improve the salary of physical education teachers and improve the economic status of physical education teachers. In recent years, under the care of the Party Central Committee led by General Secretary Xi, the social status and wages of Chinese teachers have improved significantly, but the social status and wages of primary and secondary school teachers are still not commensurate with their work. . In 2018, the "Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of the Teaching Staff Construction in the New Era" clearly stated that it is necessary to continuously improve the status and treatment of teachers and truly make teachers an enviable profession [8]. This has greatly encouraged the majority of primary and secondary school teachers. In this regard, the government and schools should actively implement the national policy and rationally adjust the wage standards of teachers according to the economic and social development; secondly, reform the internal distribution system of the school, and implement the principle of more work and more work. . At the time of salary distribution, we must pay attention to the equal treatment of teachers in all disciplines, fair and reasonable.

4.1.2 Improve the professional reputation of physical education teachers and improve the social status of physical education teachers. Recently, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Deepening the Reform of Education and Teaching Reform to Improve the Quality of Compulsory Education", which gave the physical education teachers a new mission. This is both a pressure and a motivation for physical education teachers. This is an excellent opportunity for physical education teachers to improve their professional reputation and improve their social status. Therefore, physical education teachers must seize the opportunity, turn pressure into motivation, work hard, improve the professional prestige and status of physical education teachers with practical actions, and gradually change the traditional image that sports have been despised in the past.

4.1.3 The school must establish a scientific and humanistic management system. At present, the whole society is advocating the construction of a harmonious society, emphasizing people-oriented. Therefore, school leaders should conduct humanized management of teachers. The core of school management is people. School-based management should create a people-oriented work environment, which is both soft and flexible in management, creating a harmonious and healthy working environment for teachers.

4.2 The self-effort of physical education teachers is the key to the ultimate intervention pressure. External factors work through internal factors. Although the factors of teacher's occupational stress come from the social, school and individual aspects, the teacher's self-effort is the most important and the key to the final intervention pressure.

4.2.1 Improve the professional quality of teachers themselves. Teacher professional quality refers to the basic behavioral norms or codes of conduct that teachers should observe in their professional life, and regulate and deal with the relationship with others, with society, with the collective, and with professional work, and the concept consciousness expressed on this basis. And behavioral quality [9].

As a member of the teaching team, physical education teachers shoulder the lofty mission of cultivating socialist successors for the motherland. Loyal to the people's education, and strive to be an excellent physical education teacher, is the lofty ideal of teachers in the new era of socialism, but also reflects the essence of teachers' professional quality. Efforts to improve their professional quality will help physical education teachers to correctly evaluate their labor value, reduce the negative impact of negative stress, and reduce the degree of occupational burnout of physical education teachers.

4.2.2 Correct the mentality and actively face. At present, the Party Central Committee with General Secretary Jinping Xi as the core attaches great importance to sports. Physical education classes and extracurricular exercises have been historically written into the central government. Therefore, physical education teachers should seize the historical opportunity and face with practical actions and positive attitudes. challenge. Stress is inevitable, and teachers should face the existence of stress. Attitude determines everything, so in the face of stress and burnout, we should first put a positive attitude and face it positively. Calmly analyze the stressors from various aspects, use optimistic methods to recognize, correct, and objectively treat problems. When encountering setbacks in overcoming pressure, we must have the courage to overcome, the indomitable spirit, and sum up experience from the lessons of failure. Only in this way can you help you cope with stress and relieve burnout.

4.2.3 Actively strengthen continuing education and improve self-competitiveness. With the advent of the information society, the speed of knowledge update has accelerated. Teachers must keep pace with the times, constantly adjust their own ideas and values, pay attention to their own continuing education, constantly enrich their professional knowledge, strive to improve their teaching skills, meet their own development needs, and keep up with the pace of the times.

4.3 Family understanding and support is an important way for teachers to intervene in occupational stress and burnout. As an important part of teachers' daily life, family understanding and support are important ways for teachers to intervene in professional stress and burnout. A good family is the strong backing of every teacher's work. Some researchers have proposed a specific method of coordinating work and family life: the husband and wife should establish an equal partnership, make joint decisions, fully communicate, pay attention to maintaining a reasonable boundary between family life and work, and fully enjoy the value and happiness of family life. [10]

4.4 Reasonable physical exercise can effectively interfere teachers' occupational stress and burnout. Physical exercise is an important measure that is most often recommended by experts to cope with stress^[6]. But excessive exercise can cause fatigue in the body. Excessive fatigue is not only easy to cause injuries to the body, but also increases the degree of stress and burnout. Physical education teachers are affected by the nature of work and often engage in various physical exercises. This interferes with the mental stress felt by physical education teachers to a certain extent. However, long-term single and excessive exercise tends to cause different levels of fatigue reaction and tiredness. This is also one of the reasons for the occupational burnout of physical education teachers. Therefore, physical education teachers should pay attention to the rational distribution of their physical fitness according to the content of the class and the actual situation of their own body, usually pay attention to rest adjustment. In addition, physical education teachers can engage in some outdoor leisure sports. These sports have little exercise, and the fresh air and beautiful environment can relax the spirit of the physical education teachers and effectively interfere with the stress and burnout of physical education teachers.

5 Conclusion

The Party Central Committee and the State Council's "Opinions on Deepening the Reform of Education and Teaching Reform to Improve the Quality of Compulsory Education" can be seen that the Party Central Committee with General Secretary Jinping Xi as the core attaches great importance to and determination to school physical education. Primary and secondary school physical education teachers as school sports Intermediate forces, their physical and mental health plays a key role in the reform of school sports and the healthy growth of adolescents. Therefore, we should pay attention to

the current situation of primary and secondary school PE teachers' burnout, analyze the stressors that cause them to be burned out, and intervene in a timely manner from the government, schools, and individuals to fully engage the primary and secondary school physical education teachers. Provide support for sports work and promote the development of education in China.

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