

Application of Positive Psychology in Relieving Teachers' Job Burnout

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Abstract

Since Freudenberger first proposed the concept of "burnout", this field has been widely concerned by researchers. At present, job burnout has become an important reason that affects teachers' physical and mental health and work efficiency and then affects the development of teachers' careers and the development of education. Based on the analysis of the causes of teachers' job burnout, this paper uses the concept of positive psychology to help solve the problem of teachers' job burnout, to provide a reference for alleviating the existing phenomenon of teachers' job burnout in China.

Keywords

Positive psychology, Job burnout, Subjective well-being.

1. Introduction

With the gradual expansion of the teaching profession, some problems in the profession have also emerged year by year, among which, the problem of teacher burnout cannot be ignored. Excessive work pressure has produced many negative effects on teachers' physiology, psychology, and behaviour, which has caused teacher burnout. Teacher burnout not only affects teachers' physical and mental health and quality of life, but it also affects the quality of school teaching and talent training. Therefore, relevant departments must pay close attention to teachers' job burnout, improve teachers' quality of life, and ultimately promote the development of the school. Accordingly, this article intends to put forward the current situation of alleviating the professional burnout of teachers in our country from the perspective of positive psychology and based on the domestic research on teacher burnout.

2. Definition and Measurement of "Job Burnout"

2.1. Definition of Job Burnout

Freudenberger who is Clinical psychologist first applied burnout [1], thinking that burnout is the state of physical and mental fatigue and exhaustion caused by the individual under the pressure of work. He believes that job burnout is most likely to occur in helping industries such as medical care, education, and other industries, and teachers are a high incidence of job burnout. Afterwards, many academics described work burnout from Various corners. Among them, the most commonly quoted word in most scholars is: "The participant has symptoms of emotional fatigue, depersonalization, and decreased personal achievement in the professional area in which people are the focus of service [2]".

2.2. Measurement of Job Burnout

Questionnaire on Maslach work burnout. The Maslach Burnout Inventory (MBI) is the most frequently used work burnout instrument for calculating job burnout. In Schaufeli and Enzmann 's work burnout investigations more than 90% of papers and surveys use MBI as a

method for assessing them. MBI 's direct aim is to assess the content of Maslach 's three symptoms. MBI comprises three sub-scales: mental fatigue, depersonalization and personal performance.: emotional exhaustion, depersonalization, and personal achievement. The items in the questionnaire appeared in the form of declarative sentences, and the subjects were asked to score the items on 7 levels based on their feelings and attitudes. Emotional exhaustion includes 9 items, mainly describing the situation of individual emotional resource consumption due to the emotional requirements of work. Depersonalization includes 5 items, which refer to a negative, indifferent, and cynic attitude towards the client. On these two subscales, the higher the score of the subjects, the deeper the burnout. The personal achievement subscale mainly examines the sense of competence and accomplishment experienced by individuals in the work of communicating with others, including 8 items in total. Among them, "Maslach Job Burnout Volume-Education Edition (MBI-ES)" is the most widely used research and application on teacher burnout. The MBI-ES questionnaire has good cross-cultural reliability and validity and is the most widely used tool in the education field. Yet there are constraints for MBI itself. Maslach thinks that work burnout is primarily an industry in which people connect. The questionnaire he compiled is therefore especially appropriate for positions where people communicate with people. The scope of MBI application has thus been limited. In response to the shortcomings of the MBI questionnaire, the researchers have compiled a broader measurement questionnaire. A larger workplace burnout questionnaire (MBI-GS, General Survey) based on this questionnaire has been compiled by Schaufeli and others [3]. The content is roughly similar, but the difference is that the emotional exhaustion in the former is more general, and the source of individual emotional exhaustion in MBI-GS will no longer be limited to the client at work. Cynicism also expands the scope based on depersonalization. It points out that the indifferent attitude of the individual at work is aimed at the work itself rather than the interpersonal relationship in the work. Besides, the meaning of professional efficacy is broader than personal achievement, and it includes social and non-social achievements obtained by individuals in the work process. However, the preparation of MBI-GS is not long, and the reliability and validity need to be further tested.

Burnout Measure (BM) is an employee burnout second to MBI assessment instrument comprising 21 items [4]. Because Pines, the BM compiler, claims that burnout can occur in every profession and in any community, a wider range of occupational groups are responsible for developing a BM questionnaire project and it requires a very broad range of meanings [5]. The BM measurement includes individual burnout in three aspects: physical exhaustion, emotional exhaustion, and psychological exhaustion, and each aspect includes 7 items. The evaluation score for each item ranges from 1 (never) to 7 (always). Pines adds up the scores of 21 items in the questionnaire to get a burnout score. Since the measurement results can provide important clues about how individuals react in various job roles, BM can be used directly to measure individual burnout or overall life boredom.

2.3. Diagnosis of Job Burnout

The concept of burnout for teachers is focused primarily on work burnout questionnaires at the present level, but some researchers feel that burnout surveyory forms should only serve as a guide for the burnout degree and not be used explicitly as the description of burnout. The norm. Thus, the Screening Criterion for teacher burnout is not yet authoritative. The following is a review of some scholars' perspectives on the diagnosis of burnout at work.

Brennkmeijer and Yperen suggested their work burnout diagnosis criteria. The findings revealed that "exhaustive score +1" was used as the diagnosis of burnout in 44 normally behaving people, 29 people officially diagnosed with burnout. Norm, a lower burnout diagnosis error rate can occur [6]. This norm includes a high burnout score, with 75 or more percentiles,

but also a high de-personalization or minor personal achievement score, for a person diagnosed with the burnout.

Further, the medical criterion for burnout was once suggested by Canadian psychoanalysts, sociologists, and anthropologists. They claim that the level of person exhaustion can be used as a subjective work burnout predictor and covers three aspects: (1) work frustration and work failure contribute towards a lack of self-esteem. (2) There are numerous physical signs without an organic disorder. An empirical measure for career burnout is a substantial decrease in person work results over many months [7]. In the international classification of disorders, some authors use the neurasthenia criterion for diagnosing work burnout.

3. Positive Psychology

3.1. Definition of Positive Psychology

A recent area of study in American psychology is constructive psychology. This is a psychological movement which uses psychological and experimental methods and measures reasonably comprehensive and successful to research the positive aspects of man's strength and virtue [8]. Psychologists Seligman and Csikszentmihalyi were the first to suggest this definition. In 1997 he proposed the idea of "positive psychology" and took on the title of APA (American Psychological Association) chairman. Such study was then stepped in by more and more psychologists and the positive psychology movement was eventually formed [9].

3.2. The Basic Content of Positive Psychology

Any of the core facets of positive psychology studies include positive feelings and interactions. In psychological science emotional well-being, pleasure, passion, etc. are all new hot points. But at this stage, the main research on the subjective wellbeing and happiness of positive emotions is for the convenience of research and the clarity of the subject. Subjective well-being refers to the individual's interpretation of "happiness" measures such as his happiness and quality of life. Diener's study (1999) reflects on the impact on the subjective well-being of life experiences and personality factors [10]. The relationship between money and subjective wellbeing is another aspect of the study. The study focus in positive psychology is also on pleasure as a positive emotion and it has been examined by several researchers from various points in view [11]. Optimism has attracted more attention in studying positive personality characteristics, as optimism makes people see better. The relationship between money and subjective wellbeing is another aspect of the study. The study focus in positive psychology is also on pleasure as a positive emotion and it has been examined by several researchers from various points in view [11]. Optimism has attracted more interest when researching optimistic personality traits, because optimism reveals improved aspects. For preserving or encouraging physical fitness, constructive psychology and feelings are of considerable importance. Positive motivational conditions (such as optimism) will boost the psychological capital of people and make them think the future will be better. Nancy Just believes that people who often have positive emotional conditions are less likely to become sick when faced with a stressful outcome, and those who have a positive emotional state are more willing to receive the advice of a doctor, cooperate with treatment and practice [12].

In the study of constructive psychology, there are many researches on the development of imagination and genius. Regarding whether or not imagination has been innate, some researchers claim that imagination is a mental function arising from ordinary neural mechanisms and not an innate ability.

4. The Performance and Impact of Teacher Burnout

At present, too, the issue of the burnout of teachers in our country is of concern. Liu Xiaoming and others have researched the emerging teacher burnout condition in my country's primary and secondary schools. Research indicates that the consequences of work burnout have been suffered by primary and high school teachers. They are emotionally draining, and the burnout of work among professors of various teaching ages is more serious [13].

4.1. The Performance of Teachers' Job Burnout

Regarding the burnout of teachers' work in education, three traditional psychological and/or behavioural symptoms are widely thought to occur [14]. One is mental burnout for the long run. Teachers with a work burnout also exhibit tiredness, an irritability, a loss of tolerance, a lack of patience to teach their errors and an inability to be emotional teachers have a feeling of exhaustion, impotence and a sense of life. Secondly, identity disintegration. One manifestation of teacher's depersonalization is their inability to interact with students or to acknowledge students; their treatment is emotionless; their call is misleading; their use of vocabulary marking is verbally harmful and never tired of it. Not just that, but they often frequently have an attitude of mistrust and delusion towards their peers and are in strict touch with others. The third is a less efficiency. Teacher started believing that their jobs lacked an incentive for working hard, and that their actions produced little benefit in the success of students and the benefits for their career such as income and social respect were smaller than those for certain teachers, when they fulfilled their goals. As the first two emotions of burnout are combined with a lower sense of success, the motivational power of teachers to work is significantly diminished. At present, loss will become a teacher's way of life, which social scientists call "scholastic impotence." Teachers with career burnout are typically restricted to a lower degree of personal life quality. They also do not attend class and rarely devote resources to enhance teaching. In terms of wellbeing, they may also be sub-healthy because of undue stress, such as insomnia.

This job burnout has demonstrated pessimistic perceptions and attitudes, and these attitudes will affect every part of the work and lives of teachers, which in turn will have significant detrimental effects on teachers themselves, on the cause of education and on society as a whole.

4.2. The Impact of Teacher Burnout

4.2.1. Individual Aspects

A 1980 study in the US suggested that 70% of all patients' diseases were stress-related. As these stresses were not successfully alleviated, their ongoing growth led to burnout and their interpersonal interactions with relatives would also impact their relationships and increase family tensions. Studies have shown that experienced burnout teachers have comparatively large tensions with their families [15].

4.2.2. In Terms of Teaching

An education must work in a variety of areas and teachers have a big role to play in classrooms. The burnout of teachers would contribute directly to decreased management performance in schools and improvements in staffing. Burnout from teachers will decrease the excitement and trust of teachers in their jobs, and in turn, will increase teacher failure. More specifically, the burnout of teachers can contribute to poor education results. It will also lead to fewer positive morals, unintended changes and incapacity for teachers to improve their teaching quality, which would necessarily impact the success of students and raise their disciplinary problems [14]. This shows that the burnout of teachers pollutes the school setting severely. American scholar Dworkin once said that teaching students are the largest predators of skilled teachers in contrast with actual teachers and school organizations [16].

4.2.3. Social Aspect

Job burnout causes the loss of human resources, creates more serious social problems, and increases society's dependence on medicine and supportive service systems, such as psychological counseling and psychiatric medical care. The talents cultivated by education are not qualified for the job, and the loss of human resources will also hurt politics and the economy. At the same time, the above-mentioned adverse effects on society will be more profound.

5. Influencing Factors of Teacher Burnout

5.1. Intrinsic Factors

Research has shown that burnout is likely to happen in teachers' early careers [17]. In other words, it is more likely that young teachers become burnout than older teachers; single teachers are more likely than married teachers to suffer burnout. Teachers and high-level teachers are more likely to suffer work burnout than low-level teachers.

The more perseverance, the less frustrating the worker responds and the lower the workplace burnout in terms of personality characteristics. According to the linked study the burnout of teachers with a high degree of personality and toil is low [18]. Maddi and Kobasa (1982) claim that a tough attitude can have a fourfold impact on the burnout process [19]. First, toughness in the attitude can encourage optimistic ways of coping; secondly, toughness of the person can improve the reaction to stress. Third, resilience can indirectly influence individual types of coping through social support; and finally, personality traits of resilience allow behaviours that are good for individual wellbeing to improve and eventually reducing illness. For example, individuals of high resilience perceive stress to be an incentive for individual development and challenges.

5.2. External Factors

In the last two decades at home and internationally, study has found various factors, such as overwork, close connections with colleagues, over-sized lectures, bad student attitudes, advancement problems and less interest in decision-making. These are both external influences and internal factors, such as responsibilities uncertainty and a level of self-efficiency, influence teachers. Many researches have been performed on the causes that influence teacher burnout worldwide, with many recent outcomes reached.

Form of social contrast. The social analogy is to associate those aspects of yourself with people like yourself [20]. In different ways social distinction can be separated into multiple styles. It can be separated into a higher comparison and a lower comparison due to the various items of comparison. The top comparison is to be compared to people who are better and more involved in work and life than themselves. Compare; compare yourself to others who do not do well, and compare yourself to those who do not. It can be separated into recognition and evaluation by various comparison techniques. Recognition means self-identifying in the crowd and contrast means the object of reference as a rival. The synthesis of these two methods of classification comprises four unique methods of social comparison: higher identification, lower identification and control [21].

Data shows that teachers who conduct contrasts at upper and lower levels use entirely different ways of describing social comparisons [22]. From a long-term view, whether it is positive or bad, it would have a certain effect on the burnout of teachers, because teaching is very important to work and social comparison knowledge in the learning community is encouraged to teachers to consider the factors affecting the development of a safe and harmonious working environment. The burnout and burden of the work community will weaken the morale and responsibility of teachers and foster detrimental factors including intentional absenteeism, insufficient workability, and failure to complete workload.

Self-esteem collective. The collective self-esteem refers to the knowledge and comprehension of the importance and status of a person in each social group [23]. Compared to personal self-esteem, mutual self-esteem relies on the qualities and importance of the social community of which the individual is involved. Collective self-esteem encompasses four dimension: private collective self-esteem, which refers to individuals' perception of the practical domain and degree of their group; public collective self-esteem refers to individuals' perception of the functionality and degree of the group of which they belong; membership of collective self-esteem refers to the d. the collective self-esteem. Individuals who respect the interaction with others and master the ability to efficiently clarify their status and respect in the community will have an interdependent mindset with the community, which will lead to good outcomes in challenging and detrimental circumstances. Teachers constitute a significant social community because they are extremely skilled and have a variety of common abilities and responsibilities. Bulter conducted studies on the 4 dimensions of collective self-esteem and on the 3 components of teachers' burnout and found that teachers who attain a high personal score in the private, collective dimension; teachers with a high ranking have a lower emotional fatigue and a higher sense of personal accomplishment in the public collective self-esteem dimension Briefly, the four aspects of reciprocal gratitude have an influence on instructor burnout, except for the dimension of membership. The higher the self-esteem of the tutor, the lower the risk of burnout. Solution. -Solution. The coping styles are commonly characterized as tendencies to exploit, minimize or accept pressure induced by unmet requirements in cognitive and behavioral situations [25]. Dewe (1985) has categorized approaches such as direct coping and indirect coping methods because the key feature of the direct methods of coping is problem solving and indirect coping methods are emotional problems.[26]. Dewe (1985) Studies have found that teachers' burnout is closely connected to coping styles. Teachers who practice direct coping are effective in minimizing the burnout of jobs while teachers who practice indirect coping styles appear to improve the burnout of work [27]. Present researches concentrate primarily on guiding teachers to follow methods of direct coping to eliminate work burnout in order to overcome and fix challenges and not to adopt methods of indirect coping to ease their nervousness. Research by Grava reveals that indirect coping styles are closely correlated with elevated teacher burnout rate.

Support for the company. Organizational assistance refers to the organization's moral and material care for its members, including caring for members, responding to concerns, assisting and equal care as they face challenges. Organizational support is unanimously considered as an important technique by the study of various organisations that implement methods to minimize work burnout among members. A Haque and Nargis research (2010) found a high level of corporate support and support to relieve teacher job anxiety and burnout. The psychological and physical risks causing stress and workload among teachers are minimized. Teachers perform in a supportive atmosphere, less workers are burnouted and a supportive environment is successful. [28].

6. Coping Strategies

It means learning positive mental health, beginning with the positive, finding and interpreting different phenomena from a positive viewpoint, using positive content and methods to develop a positive mindset, making use of positive processes which elicit positive emotional experiences. The secret to positive education in mental health is the following:

6.1. Shaping Positive Personality Traits

There can be no difference between moderate Autonomy and moderate Autonomy among the causes of an instructor 's personality and job burnout. Training positive traits of personality is also an effective way to boost the student burnout. Good personality traits are the application

of positive mental health curricula at the human level. Teachers should set up their own self-aquaculture and self-appraisal, try hard to accept and appreciate their own personality and occupation, and should not be affected by the public view or evaluation of their political or economic worker 's special external education and current status.

6.2. Create a Positive Emotional Experience

The most informative, complex and important component is for better subjective well-being. For subjective well-being, he takes the positive view and feeling that the present living conditions reflect optimum conditions. Meetings with special students during school can frustrate teachers and reduce their satisfaction. Each student has distinctive potential personalities and intelligence from an engaged, personally distinguished, point of view. As an educator, the definition must be modified, the superior quality and intelligence of a student should be studied intentionally, the human evaluation paradigm must be converted on an empirical basis and the student must be evaluated in several forms to boost trust, respect or motivations. This ultimately leads to teachers ' self-happiness. Teachers should also be serious about all students and feel the happiness provided by knowledge and education. Teachers are under pressure to learn to take care of their feeling, to handle their feelings effectively, to understand their own feelings, to pile up and to learn to make some changes in their daily lives.

6.3. Exploit One's Potential

The creation of one's positive influences and ability adds value to positive mental health education. It is based on the human being's natural, realistic, potential and productive ability and uses a optimistic approach in analysis of the human psychological phenomenon (including psychological problems) such that everyone learns to share pleasure, to build pleasure, to sustain the best state of existence and thus boost psychological resistance Teachers must improve their exploration in customized learning due to the diversity of the students. Teachers should leverage their ability in teaching and research, invent instructional methods, create a successful environment in the psychological classroom and teach some special students to build their own. Great psychological potential can enhance the teaching and learning performance of teachers

6.4. Provide Comprehensive and Adequate Social Support

Some individuals have more or less myths about the teacher's career. In accordance with the consequences of common concepts, teachers are exposed to several biases. Many teachers are feeling inferior, stressed and underrecognized [30]. Actively and comprehensively, thus, mutual assistance is crucial. The creation of a healthy social climate is encouraged through successful mental health education. The social structure applies primarily to families, education, culture and the climate of public opinion. The building of a sustainable social structure requires the formation of a sustainable community, ensuring that teachers can gain complete support from the family, the school, culture and the public, thus improving the positive interpersonal interactions of teachers.

7. Conclusion

Between teachers burnout is common. It does not only impact teachers' physical and mental health, but also seriously damages the growth of the education industry and students in our country. The matter of the burnout of education teachers therefore needs to be addressed urgently. The formation of work burnout comes largely from the influence of citizens, schools and culture. Positive teaching in mental health is an effective method of minimizing teachers ' work burnout. It is bound to mitigate the work burnout by providing positive teachers mental health education, particularly by forming positive personality characteristics, producing

positive emotional interactions, improving their ability and helping them thoroughly and sufficiently.

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