



JOB SATISFACTION AND JOB BURNOUT OF TEACHERS IN
SECONDARY VOCATIONAL SCHOOLS AT QINGDAO

by

QIAN LI

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title Job Satisfaction and Job Burnout of Teachers in
Secondary Vocational Schools at Qingdao

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Title	Job Satisfaction and Job Burnout of Teachers in Secondary Vocational Schools at Qingdao
Number of pages	94 pages
Author	Qian Li
Program	Master of Education in Educational Administration (International Program)
Advisor	Assistant Professor Lui Laibing, Ph.D.
Academic Year	2022

ABSTRACT

This mix method research aims to investigate the key factors affecting job satisfaction and burnout of teachers in secondary schools and the strategies to improve them. Through in-depth interviews with 20 front-line teachers of different ages and genders, the performance and influencing factors of teachers' burnout were understood. Based on JD-R theory, the influencing factors were grouped into two categories: job requirements and job resources. The results show that Teachers in the five secondary vocational schools in Qingdao were generally in the range between slightly satisfied and relatively satisfied in the job satisfaction survey, and generally showed mild burnout in the burnout survey, with the low achievement dimension showing a trend of mild burnout to moderate burnout.

Keywords: Secondary vocational teachers, Job satisfaction, Burnout

Acknowledgement

Postgraduate life is nearing its end, and my study life at Southeast Asia University has left me with wonderful experiences and deep memories. I would like to thank Dr. Puttithorn Jirayus, Assist. Prof. Dr. Smithirak Jantarak, whose rigorous work attitude, academic spirit, and professionalism have positively influenced me and benefited me for the rest of my life. I would like to thank my supervisor Associate Professor Dr. Lai Bing Liu, who has made corrections to my dissertation, which has enriched and standardized the content of my dissertation, as well as greatly improved my research ability and theoretical level. Meanwhile, I would like to thank my instructors for broadening my horizon and improving my professional skills. I am grateful to my classmates who have helped me greatly in collecting and organizing foreign language materials for my dissertation. Thank you to my family members who have been indispensable pillars in my life.

I sincerely wish all my teachers and classmates' good luck and good health!

Qian Li

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Chapter 1

Introduction

1.1 Statement of the Research Problem

1.1.1 Problem Statements

Secondary vocational schools are a product of a country's educational, technological, economic, and social development to a certain extent, and are a requirement for education to meet the needs of society and for the steady development of China's education. Teachers not only have to bear the pressure of their work, but also face the reflection and reconstruction of their educational thoughts, professional consciousness, and professional behaviors. Teacher job satisfaction has a profound impact on teachers' work motivation, and the quality of education and teaching, and also has some constraints on the development of teachers' psychological health. Moreover, teachers in secondary vocational schools are under great pressure for a long time, their work enthusiasm is not high, and teachers are highly susceptible to emotional exhaustion and physical exhaustion, and this burnout seriously restricts teachers' physical and mental health. Teacher burnout can reduce teachers' sense of self-identity and professional achievement, affect their motivation and teaching level, and cause low work efficiency and education quality. Therefore, whether from the perspective of promoting teachers' professional development or from the perspective of promoting the sustainable

development of secondary vocational schools, teachers' job satisfaction and burnout in secondary schools and their relationships should be given sufficient attention.

Based on a large amount of literature, this study drew on the research results of other scholars on job satisfaction and burnout and finally selected equity theory, expected value theory, and hierarchy of needs theory as the theoretical basis of this paper. Secondly, based on the reference to the teacher job satisfaction scale and the common scale of teacher burnout, the teacher job satisfaction scale and the teacher burnout scale in Qingdao secondary vocational schools were determined based on the actual situation of teachers' work in some secondary vocational schools in Qingdao, and the constructed scales were initially measured and modified, and the research of the formal questionnaire was carried out based on the preliminary assessment. In addition, to obtain more objective and reliable first-hand information, field interviews were used as an auxiliary research tool. Finally, SPSS software was used to analyze and process the research data and based on the research findings, strategies were proposed to improve job satisfaction and reduce burnout of secondary school teachers to solve the difficulties related to the work and life of secondary school teachers in Qingdao.

1. To explore the impact of job satisfaction on secondary vocational school education.

2. To explore the effects of burnout on the quality of work and quality of life of secondary vocational school teachers.

3. To explore the importance of studying the job satisfaction and burnout of teachers in secondary schools.

1.1.2 Research Questions

Since the 20th century, the development of secondary vocational schools has played a very important role in the world, and it is an important type of education that has been recognized by many countries. How to be able to scientifically evaluate the status and quality of work of teachers in secondary vocational schools is an urgent problem.

This study takes teachers of secondary vocational schools in Qingdao as the research object, combines a questionnaire survey and statistical analysis, explores the relationship between job satisfaction and burnout of secondary teachers by understanding the current situation of the problem, and proposes corresponding countermeasures in the light of the actual situation of education in Qingdao. This study mainly presents the following three questions.

1. What are the factors influencing the job satisfaction of middle school teachers?

2. What are the factors influencing burnout in middle school teachers?

3. How to improve the job satisfaction of secondary school teachers? How to reduce the burnout of middle school teachers?

1.2 The Research Objectives

Secondary vocational education is an important part of China's education career, and the quality of teacher construction plays a key role in student training. For a long time, the management of teachers in secondary education has mainly focused on the assessment, training, and evaluation of teachers, ignoring the pressure, tension, anxiety, and dissatisfaction of teachers in their work and neglecting their interests and needs. In today's world where the humanistic spirit is strongly advocated and the value of human beings has been manifested, enterprises have gone ahead, and schools must also make changes and innovations in management and establish the dual goal of "serving students and teachers". In recent years, with the change of ideology, the problem of burnout has started to attract the attention of the whole society, but the research on burnout is still in its initial stage, and the research on teachers' burnout is mostly found in college teachers, primary and secondary school teachers, but there is relatively little research on burnout of vocational schoolteachers, especially secondary vocational teachers. Moreover, past studies on burnout mainly focus on psychology and sociology, and the causes of burnout are mainly attributed to personal problems.

This study can help school administrators understand teachers' job satisfaction and the factors influencing burnout, analyze their psychological needs and develop a talent management mechanism to attract talent and stabilize the teaching force. It is also the most important "thermometer" for diagnosing the

current state of school management, helping administrators to identify the problems and their severity in school management so that schools can prioritize and solve them in a systematic manner. More specifically, the main objectives of this article are.

1. Investigate and analyze the current job satisfaction status of secondary school teachers in Qingdao. The article takes secondary school teachers in Qingdao city as the survey object and understands the current situation of teachers' job satisfaction through teachers' evaluation of several dimensions of interpersonal relationship, work environment, their own development, salary and treatment, and leadership and management as well as overall job satisfaction. Different background factors of secondary school teachers in Qingdao, such as gender, age, teaching experience, education, type of teacher, title, marital status, whether they are local to Qingdao, and whether they are classroom teachers, were analyzed to see whether there are significant differences in teachers' job satisfaction.

2. Find the theoretical and research basis suitable for the study of burnout among secondary school teachers through literature combing of burnout questionnaires. Drawing on the CMBI questionnaire, we investigated and statistically analyzed the factors influencing teachers' burnout in Qingdao secondary schools to find out the correlation among them, discover the causes of burnout among teachers, and provide a basis for proposing solution measures in the later paper.

3. Based on the previous data, we analyze the factors affecting the job satisfaction of secondary school teachers in Qingdao and the reasons for the existence of the problems and propose countermeasures to improve the job satisfaction of secondary school teachers in Qingdao according to the existing policies and development goals of secondary school and the actual situation of secondary school education in Qingdao. Suggestions to alleviate the burnout state of secondary teachers are proposed from the perspectives of changing the school system and innovating the school philosophy.

1.3 Conceptual Framework

This study uses the Teacher Burnout Inventory (MBI) and the Teacher Job Satisfaction Inventory as measurement tools, and 300 secondary vocational school teachers in Qingdao as survey subjects. Based on the questionnaire survey, combined with in-depth interviews with 20 front-line teachers of different ages and genders, we understand the status of job satisfaction and burnout of secondary vocational school teachers, explore the relationship between the two, and combine The survey was conducted to understand the status of job satisfaction and burnout among teachers in secondary vocational schools, to explore the relationship between the two, and to propose corresponding countermeasures and suggestions in the context of the educational reality in Qingdao.

1. The thesis elaborates on the background, significance, content, and methodology of the inquiry, and introduces the necessity of this research inquiry.

2. Through the analysis of the inner relationship between occupational stress, job satisfaction, and burnout among secondary teachers, the profound significance of the influence of occupational stress and job satisfaction on burnout of secondary teachers was summarized.

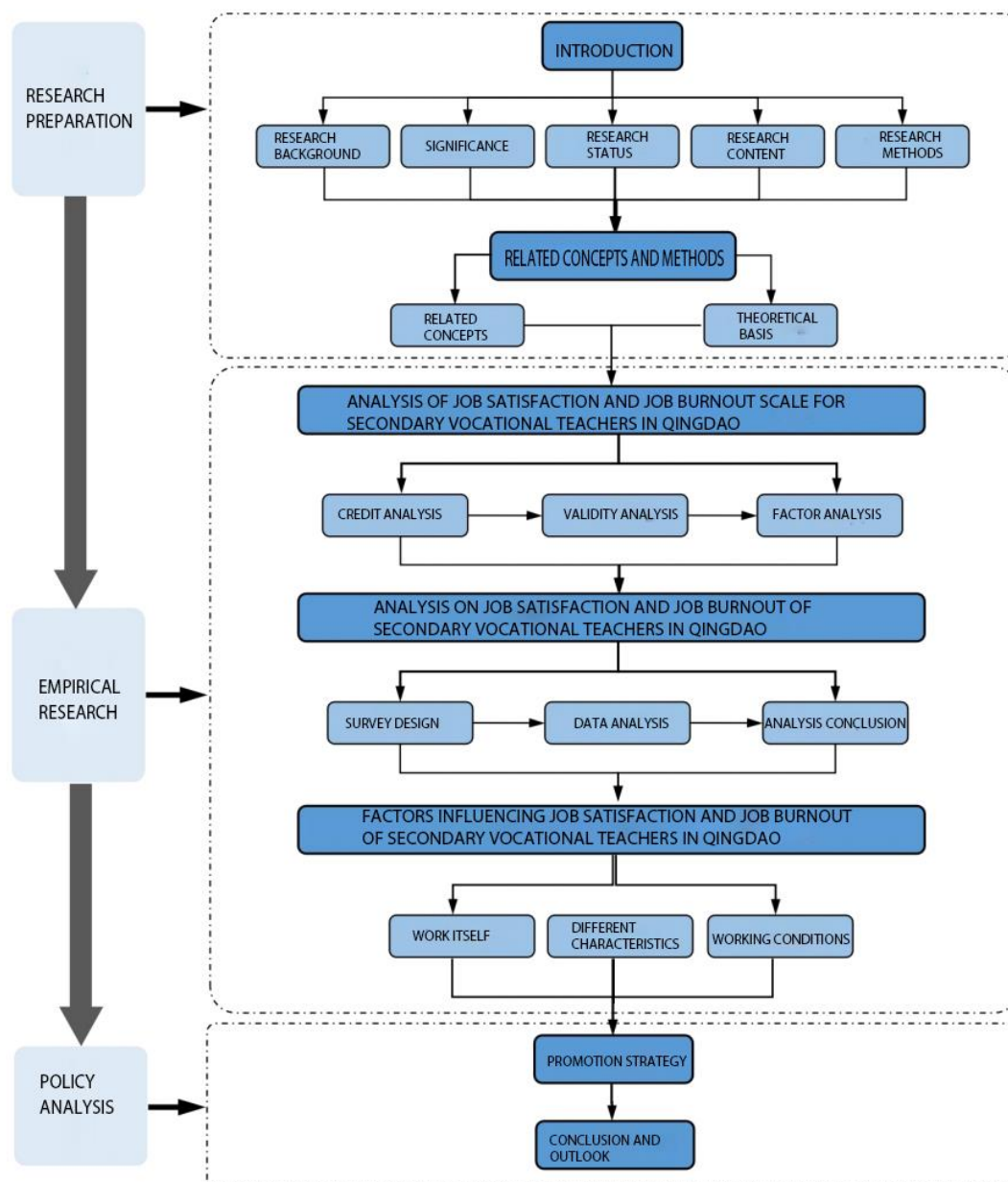
3. Combined with the questionnaire survey of teachers in secondary schools in Qingdao, we analyzed the problems in the career of secondary teachers.

4. Use SPSS21.0 statistical software to statistically analyze the questionnaire and explore the relevant influencing factors and overall conditions represented by the data indicators.

5. The thesis summarizes the characteristics of job satisfaction and burnout of secondary teachers from the perspective of career development, puts forward corresponding suggestions and countermeasures in combination with the professional characteristics of secondary teachers, and summarizes and reflects on the shortcomings of this study.

The specific research framework is shown in Figure.

Figure 1-1 Research design framework



1.4 The Research Hypotheses

After reviewing the relevant literature, summarizing the research results of scholars, analyzing the essence of existing research and the relative gaps in the research field, and based on the relevant theoretical foundation, the theme of this

study was determined as "Research on job satisfaction and burnout of secondary school teachers". Combining the purpose, research questions, and structure of this study, the specific hypotheses of this study are summarized as follows.

H1: The salary level and welfare benefits of secondary school teachers can meet and guarantee the basic life of secondary school teachers.

H2: The burnout situation of secondary teachers can show significant differences in terms of education.

H3: Secondary teachers have emotional exhaustion due to stress.

1.5 The Scope and Limitation of the Research

1.5.1 The Scope of the research

This study firstly reviewed a large amount of domestic and international literature on job satisfaction, teachers' job satisfaction, and secondary teachers' job satisfaction, with the aim of understanding and grasping the latest progress and some focal issues on the topic of secondary teachers' job satisfaction, so as to find the breakthrough of this study. The researcher conducted in-depth interviews with 20 frontline teachers of different ages and genders to understand the manifestations and influencing factors of teacher burnout. Based on JD-R theory, the influencing factors were grouped into two categories: job requirements and job resources.

Based on the Teacher Job Satisfaction Scale and the Teacher Burnout Inventory (MBI-ES) and combined with the actual situation of secondary schools in Qingdao, we prepared the Questionnaire on the Professional Status of Secondary

School Teachers in Qingdao and contacted the surveyed schools to distribute the questionnaires, and assisted the research through the interview form. Among them, 20 front-line teachers of different ages and genders were interviewed in-depth to understand the manifestations of teachers' burnout and the influencing factors.

Then, 300 teachers from five schools were selected for the study using the questionnaire method, taking into account gender, age, marital status and children's situation, years of work, education, title, and position. During the first preliminary questionnaire time (December 22, 2021) and the second official questionnaire time (May 12, 2022), 292 questionnaires were returned, with an effective rate of 97.3%. Finally, SPSS21.0 statistical software was used to statistically analyze the questionnaires and explore the relevant influencing factors, and the overall situation represented by the data indicators. Finally, corresponding countermeasures with implementation ability are proposed in light of the actual situation of secondary schools in Qingdao.

1.5.2 The limitation of the research

The preparation time for the research topic was limited and the research was conducted on teachers in secondary vocational schools, but the current research directions and results on this topic at home and abroad are mainly distributed on primary and secondary school teachers, general college teachers, kindergarten teachers, and high school teachers, and there is still a relative lack of research on job satisfaction and burnout of secondary school teachers. A large number of

follow-up sample cases are needed in the study, but only general literature can be found in the researcher's study process, therefore, no in-depth discussion results can be presented, and only immediate conclusions can be drawn, which has certain limitations.

Solution: The researcher also participated in relevant teaching and research activities in secondary schools to find data suitable for this study and to further improve this study.

1.6 Terminology

1. secondary school teachers

Teachers are professionals who perform the duties of education and teaching, and undertake the mission of teaching and educating people, training builders and successors of the socialist cause and improving the quality of the nation. Teachers should be loyal to the cause of the education of the people. Secondary vocational education is vocational education conducted at the advanced stage of secondary education and also includes part of post-secondary vocational training, covering secondary professional schools (including secondary teacher training schools), technical schools, secondary professional schools for employees, vocational-technical schools, secondary schools of higher vocational and technical schools, and secondary schools of higher vocational schools. The positioning is to train a large number of skilled personnel and highly qualified workers based on compulsory education.

Secondary vocational schools educate students with high school-level cultural knowledge and implement vocational knowledge and skills education in a targeted manner according to the requirements of vocational jobs. They are divided into two categories: public and private. The target students are junior high school graduates and those with the same level of education as junior high school, and the basic duration of study is three years.

Secondary school teachers, as the name implies, are the social groups who teach and educate people in secondary vocational schools, and are the imparters of practical skills. The skills taught by secondary school teachers are fundamental to students' survival, and their hard work cultivates a batch of outstanding professional talents for the country. They not only educate students on ideology, politics, and professional ethics, and cultivate their professional attitude, but also organize internships for students to deepen and expand their professional learning through the realistic environment in the field or simulated workplace, and cultivate students' application ability to imitate, operate, practice and make products so that students can complete the transition from "school to work". This study defines secondary school teachers as "teachers who can work in the field". In this study, secondary teachers are defined as professionals engaged in education, teaching, and management in secondary vocational education schools.

2. Equity theory

Equity theory was proposed by the famous psychologist Adams in 1965, and its connotation is that when a person makes achievements and gets paid, he not only cares about the absolute amount of his reward but also the relative amount of his reward. He will compare all aspects to judge whether his salary is reasonable or not, and the judgment result will affect his future work attitude. In a vertical comparison, the employee will compare his current and past input efforts, and he will consider it fair when it is relatively equal. Under the horizontal comparison, he will compare his input and return ratio with that of his colleagues and consider it fair when the ratio is relatively equal. For example, as a teacher, when teachers' inputs (teaching volume, title, education, etc.) are similar, a teacher who has a good relationship with the leader and gets an award and merit rating but not himself, will feel lost and will not work actively for a period, which is a horizontal comparison. Therefore, equity theory will be used in this paper as an important reference for enhancing teachers' job satisfaction.

3. Expected value theory

Expectation value theory was put forward by psychologist Fromm in 1964, connoting that employees' job satisfaction depends on the degree of coincidence between employees' expectations and job reality, and if employees' expectations are not realized it will make them feel unsatisfied, only when employees' expectations are realized can they feel satisfied. When employees' expectations are realized, only then will they feel satisfied with their jobs. The relationship between

employees' job expectations and job reality can be divided into three categories, which are the relationship between personal efforts and achieving performance, the relationship between performance and rewards, and the relationship between rewards and personal needs. From the three relationships of expected value theory, it can be concluded that to improve teachers' job satisfaction, it is necessary to make the actual job situation of teachers not lower than their job expectations.

Secondary vocational schools in the operation of education and teaching, first of all, develop teaching tasks, and performance goals that meet the actual situation of each teacher, the goals set cannot be too high will discourage teachers to work, and the goal is too low cannot inspire teachers to work enthusiastically. Secondly, to ensure the fair income of teachers. It is necessary to ensure that teachers' work input and return are relatively fair and to ensure that teachers' work input return ratio is relatively equal or even slightly higher than that of teachers in similar schools around them.

4. Hierarchy of needs theory

The pyramid structure of the hierarchy of needs belongs to the psychology of motivation theory, proposed by the famous American psychologist Maslow, who believes that there are two major types of needs in human social life, one is the low-level needs, that is, to meet the human instinctive impulses or desires; the second is the high-level needs, is when the human instinctive desires are satisfied before the needs or potential. There are five different needs in human life, which

are physiological, security needs, social needs, respect needs, and self-actualization needs in order from a low level to a high level. The degree of urgency of each need varies from time to time, and the most urgent need is the main motivation for people to produce a certain behavior. When a person's lower-level needs are satisfied, their encouraging effect diminishes and is replaced by other higher-level needs as the main reason for human behavior performance. Higher-level needs tend to motivate people and have a greater motivational effect on human behavior than lower-level needs, and the highest-level needs (self-actualization) will activate human behavior most completely and efficiently.

Maslow believed that only by understanding and satisfying the various needs of employees can employees be satisfied with their work and thus show the motivation of higher-level needs. Employees may have various needs at work, and when their most urgent needs occupy a dominant role, whether such needs can be satisfied will become the main influencing factor of employees' job satisfaction. Therefore, to improve the job satisfaction of secondary school teachers, firstly, we should understand the needs of teachers at different stages, and when the needs at this stage are satisfied, teachers feel satisfied with their work and thus generate higher-level needs, so the cycle makes teachers' job satisfaction deepen and promotes the improvement of teaching quality; secondly, we should meet the needs that play a dominant role in teachers' work, and gradually move from lower

to higher levels. To meet the needs of teachers at different levels, we can better stimulate teachers' work enthusiasm and continuously improve their job satisfaction.

5. Two-factor theory

The American psychologist Herzberg developed the two-factor theory, also known as the motivation-health theory. In his interviews with some professionals, Herzberg found that what makes employees feel satisfied is related to work. The content of staff satisfaction is mostly related to the environment at work, so Herzberg proposed this theory. The common theory would consider satisfaction and dissatisfaction as opposites, but in the two-factor theory, satisfaction is opposed to not achieving satisfaction, and dissatisfaction is opposed to not being dissatisfied. The factors that make employees dissatisfied are categorized by Herzberg as healthcare factors. The interpersonal relationship between employees at work, the environment of work, and the salary and benefits are regarded as healthcare factors. If these factors are satisfied, they will not lead to dissatisfaction, but if they are not satisfied, they will be dissatisfied. Herzberg believes that the factors that can make staff satisfied are motivation at work, and motivation factors are related to the staff's internal characteristics, such as the challenge of the job to the self, the sense of responsibility at work, and the degree of recognition at work. When staffs get these motivating factors, they will improve their job satisfaction and motivate them to work. However, if the staff is not satisfied with the motivating factors, they will not be dissatisfied either. According to the two-factor theory, the satisfaction of

motivational factors can improve the job satisfaction of staff, and to reduce the dissatisfaction of staff, we need to improve the health care factors.

1.7 The Benefits of the Research

This paper analyzes the aspects of job satisfaction and burnout of regional secondary school teachers through surveys and research, and actively explores the relevant ways to improve teachers' job satisfaction and reduce teachers' burnout. Aiming at the current survey of teachers' work status in secondary schools, the main reasons affecting secondary teachers' job satisfaction and the main factors leading to teachers' burnout are clarified from different dimensions, to provide some theoretical and practical support for stabilizing and improving the construction of secondary teachers' team.

1. Theoretical significance

This study will clarify the relationship between job satisfaction and burnout of secondary vocational school teachers, reveal the interaction between job satisfaction and burnout, and improve the theory of teachers' professional development. It will expand the theoretical content of the research on teachers' job satisfaction and burnout and enrich the research related to the improvement of the teaching quality of secondary vocational teachers.

The current research on job satisfaction and burnout cover a wide range, but few studies focus on job satisfaction and burnout of secondary school teachers. Based on the research and survey interviews of the literature on job satisfaction and

burnout of secondary school teachers, this paper designs a questionnaire for the work characteristics of secondary school teachers, to evaluate their views on their development, working conditions, and school organization and management. The questionnaire was designed to assess the teachers' perceptions of their development, working conditions, and school organization and management.

Based on the current survey of teachers' work status in secondary schools, we clarify the main reasons affecting teachers' job satisfaction and the main factors leading to teachers' burnout from different dimensions, to provide some theoretical and practical support for stabilizing and improving the construction of secondary teachers' team. And based on the survey results, we analyze the influencing factors related to teachers' job satisfaction and burnout, to enrich the research content on job satisfaction and burnout in the field of secondary teachers and provide suggestions for the improvement of teachers' professionalization system. At the same time, the analysis and discussion of the relationship between job satisfaction and burnout of teachers in secondary vocational schools provide relevant data support for the education authorities to formulate appropriate policies to guide the construction of the teaching force and teacher development in secondary vocational schools.

2. Practical significance

The study of job satisfaction and burnout among secondary teachers in Qingdao city has many important implications in itself. First, to understand the

current situation of teachers' job satisfaction and the degree of burnout in five secondary schools in Qingdao, and to find out the actual objective situation of teachers within secondary schools at present by analyzing the degree of job satisfaction and burnout of secondary teachers in Qingdao, to draw the attention of the leadership of secondary schools and solve the problems that arise in time.

This study can also serve as a predictor to some extent and can effectively monitor the management of the school, thus avoiding many major problems. By establishing feasible systems and suggestions, schools can reduce teachers' job dissatisfaction, so that teachers can better serve the school and society, and cultivate excellent reserves for society. Second, based on the analysis of the survey results, suggestions to improve job satisfaction and reduce burnout among secondary teachers are proposed to provide some data support for the education authorities to formulate relevant policies and promote the solid development of the secondary vocational education teaching force. In addition, schools in similar areas can learn certain experiences and lessons from them, and schools that are also facing such problems can make relevant adjustment initiatives in time to reduce the possible economic or human losses.

Chapter 2

Theory and Literature Reviews

2.1 Theoretical basis of teacher job satisfaction research

2.1.1 Related concepts of job satisfaction

"The concept of job satisfaction was first introduced by Mayo et al. in the Hawthorne Experiment study, where "the emotion of the job affects the work behavior, while the social and psychological factors of the worker are the main determinants of job satisfaction and productivity. However, the scholar Hoppock proposed a more formal concept of job satisfaction after that. In his doctoral dissertation, Hoppock formally defined the concept of job satisfaction as an employee's physical and psychological perception of environmental factors, i.e., the employee's subjective response to the work situation. After the introduction of this concept, the theories related to job satisfaction have been studied by many foreign researchers. However, due to the different theoretical bases of the researchers, different definitions were developed and many different concepts of job satisfaction emerged. These concepts are divided into three categories: expectancy-based, integrative, and reference structure-based concepts.

Scholars representing the integrative concept include Hoppock, John Locke, Price, Kalleberg, and Spector. Locke, Price, Kalleberg, and Spector. The integrative concept is a relatively single definition of an employee's attitude and perception of

his or her work environment and works itself, a holistic response of emotions. The representative scholars of the expectation-based concept are Vroom, Porter & Lawer, Dunn & Stephens, Shijun Xu, and Robbins.

The expectation-based concept is the staff member's satisfaction with the gap between the value expected to be obtained and the value obtained in a given environment. The size of this gap determines the staff member's job satisfaction, with a smaller value gap representing a higher level of satisfaction. According to the expectancy-based concept, staff members' combined expectations in terms of individual needs are compared with the needs they receive to arrive at an evaluation of job satisfaction.

Scholars representing the reference frame concept include Morse, Gouldner, Homans, and Fandi Zhang. The reference-architecture type of conceptualization considers the subjective feelings of the staff as an important factor, and the nature of the work is interpreted by the staff according to the subjective frame of reference. It can also be argued that subjective affective responses are characteristic of the work situation, but this is influenced by the self-reference frame. These three concepts, despite the differences in formulation and content, job satisfaction is how staff members feel about their jobs are shared by all three concepts. These three concepts also serve as the basis for teachers' job satisfaction.

In this paper, we investigate the multidimensional aspects of teachers' job satisfaction and analyze its main influencing elements to provide targeted

recommendations for local schools, other schools, and educational authorities as a reference. For this purpose, this paper applies the elemental concept, which defines job satisfaction as an individual's emotional feelings, cognitive assessments, and behavioral tendencies toward the aspects that constitute work.

2.1.2 Concepts related to teachers' job satisfaction

Based on theories, measurement tools, and research methods related to job satisfaction, and taking into account the current situation of domestic and international research, this paper defines teachers' job satisfaction as a comprehensive evaluation of teachers' overall feelings about the work they do and their work conditions and status (their background, salary, workload, tasks, interpersonal relationships, management style, etc.), and it is strongly influenced by teachers' subjective factors. It is also considered a multidimensional concept in which teachers' background factors (e.g., gender, age, education, job title, marital status, etc.) and various factors related to their jobs have an impact on job satisfaction. The better the feeling the higher the evaluation, the higher the job satisfaction; the worse the feeling the lower the evaluation, the lower the job satisfaction.

2.2 Research literature on teachers' job satisfaction

2.2.1 Status of foreign research

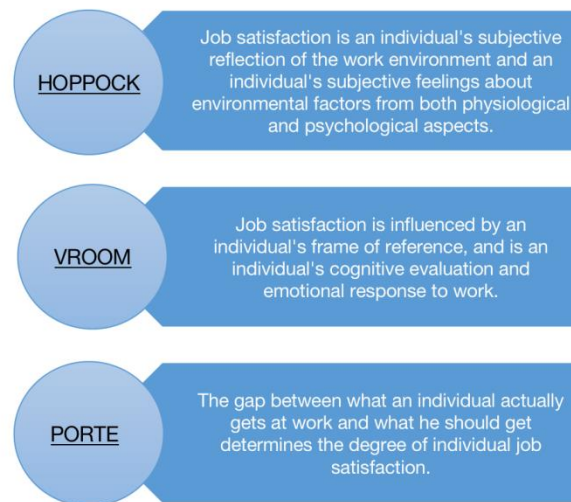
Job satisfaction, is a psychological concept, according to Stephen P. Robinson (Stephen P. Robinson), "Job satisfaction is the subjective reflection of the internal

feelings and attitudes of the person doing the job about the job itself and the work environment in which it is performed, i.e., the overall reaction to his or her job, i.e., the satisfaction with the job as a whole. "

By job satisfaction, we mean a holistic, emotionally charged, subjective feeling and perception of teachers about their career, which is the most important job attitude that has an impact on their motivation to work.

The study of job satisfaction first originated from the Hawthorne experiment by Mayo et al. The study pointed out that the main factor determining job satisfaction and employee productivity was the psychosocial factors of employees rather than emotional factors, but it did not specify the related concept of satisfaction. Subsequently, Hoback formally introduced the concept of job satisfaction in Job Satisfaction, stating that it is the employee's physical and psychological perception of environmental factors, that is, the employee's subjective response to the work situation. After the introduction of this concept, the theories related to job satisfaction have been studied by many foreign researchers. However, due to the different theoretical bases of researchers, different definitions have been developed and many different concepts of job satisfaction have emerged. The concepts of job satisfaction can be categorized into three major types, i.e., comprehensive concept, reference frame concept, and expectation gap concept, as shown in Figure 2-1.

Figure 2-1 Concept of job satisfaction



Scholars representing the integrative concept include Hoppock, John Locke, Price, Kalleberg, and Spector. Locke, Price, Kalleberg, and Spector. The integrative concept is a relatively single definition of an employee's attitude and perception of his or her work environment and works itself, a holistic response of emotions. The expectation concept is the satisfaction of the staff with the gap between the expected value and the actual value obtained in a given environment. The size of this gap determines the staff's job satisfaction, and a smaller value gap represents a higher level of staff satisfaction. According to the expectancy-based concept, staff members' combined expectations in terms of individual needs are compared with the needs they receive to arrive at an evaluation of job satisfaction. Scholars representing the reference architecture concept include Morse, Gouldner, Homans, and Fandy Zhang. The reference architecture concept considers the subjective

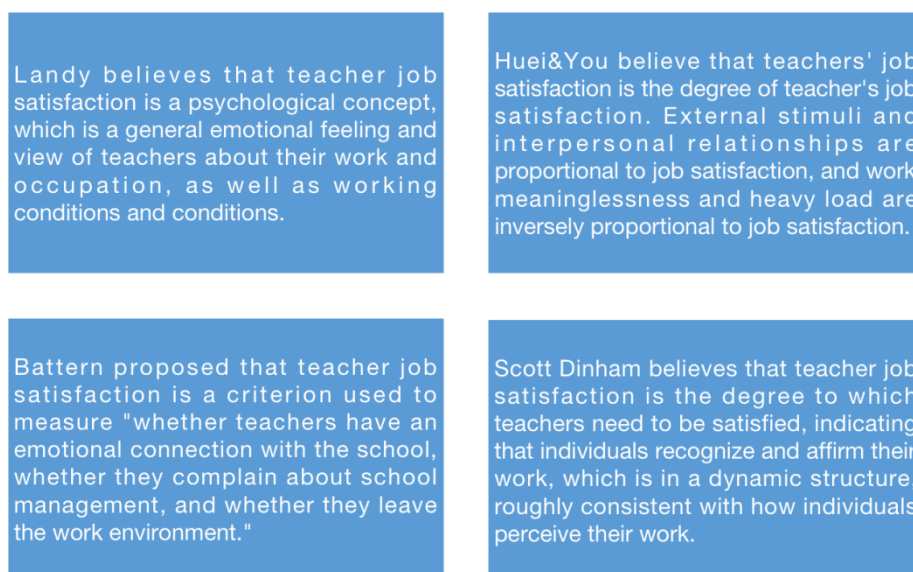
feelings of the staff as an important factor, and the nature of the staff's perception of the job is interpreted according to a subjective frame of reference. It can also be argued that subjective affective responses are characteristic of the work situation, but this is influenced by the self-reference frame.

Although there are differences in the presentation and content of these three concepts, job satisfaction is how staff members feel about their jobs that are shared by all three concepts. These three concepts are also the basis of teachers' job satisfaction. For example, according to Sun Shaobang and Chen Yunying, the conditions of work, the situation, and the satisfaction of engaging in the profession are the teachers' perceptions and feelings about their job satisfaction. In the present investigation, the same view is that teachers' feelings or susceptibility to the state of their jobs are the basis for determining job satisfaction or dissatisfaction.

Research on teacher job satisfaction is an important part of the job satisfaction field. Different scholars have made different insights about the connotation of teacher job satisfaction definition, as shown in Figure 2-2. The research direction of job satisfaction can be divided into holistic and multidimensional directions. Holistic is to consider job satisfaction as a variable in a certain study, and the researched person only needs to give the overall feeling about the job; multidimensional is to take job satisfaction as a research object, and generally measure and study job satisfaction from multi-dimensional aspects of job components such as salary, promotion, and interpersonal relationship. Rudd et al.

(1962) suggested that the significant influencing factors of teachers' job satisfaction are Karen FiegoSinger (1995) showed that student behavior, work climate, and teacher autonomy were particularly strong influences on teacher job satisfaction, while teacher involvement in managerial decisions had little effect. size.

Figure 2-2 Relevant connotations of teachers' job satisfaction



In conclusion, current research on teacher job satisfaction is not analyzed from a single perspective anymore. Researchers are increasingly interested in the interactions between various factors. This also indicates the complexity of management. Of course, teacher job satisfaction can be influenced by other individual factors as well as by teachers' personality traits. For example, the teacher's gender, age, and the teacher's level of education all have a role in job satisfaction. Foreign scholars have studied the job satisfaction of vocational and technical school teachers since the end of the 20th century, and Pucel (1990)

suggested in his study that a more humane work environment might be a reason for teachers to stay in their teaching positions. WrightCuster (1998), through a survey of outstanding teachers in some technical schools, also found that the most dissatisfying aspect of their jobs was the lack of financial support for equipment, tools, etc., followed by the low quality of the students themselves, the teachers' own lowered attitudes toward the school, the Managers do not understand and support technical education enough, and many of them are not able to provide a strong guarantee for the development of secondary education. Also, the burnout of secondary teachers who teach the same course for a long time will make them have low job satisfaction.

2.2.2 Current status of research in China

In the past two decades, more and more Chinese scholars have become enthusiastic about studying teachers' job satisfaction. They have developed their teacher job satisfaction questionnaires based on reference to foreign satisfaction questionnaires and their conditions.

In 2001, Yang Yaling distributed questionnaires to 466 urban and rural elementary school teachers in four county-level cities of Yantai to conduct a comparative analysis of urban and rural elementary school teachers' job satisfaction. In 2005, Huang Danmei prepared a questionnaire to investigate the job satisfaction of secondary school teachers in Guangdong Province, was of high quality and had good reliability. 2007, Zhao Yu used the Job Satisfaction Questionnaire for

Secondary School Teachers to survey various types of secondary schools in Guangzhou. In 2007, Zhao Yu surveyed teachers' job satisfaction in various secondary schools in Guangzhou. The results showed that teachers considered their jobs valuable but were not satisfied with their income treatment; they considered their job development prospects average and were satisfied with the teaching environment. In 2015, Wang Jie selected secondary school teachers in Tianjin, Shanxi, Sichuan, Hunan, Zhejiang, Qingdao, Xiamen, Hefei, and Guizhou as the research subjects and distributed 1,476 questionnaires, based on the local background of Chinese workplace culture, and used the scale method to investigate the vocational satisfaction of secondary school teachers. A systematic study was conducted on the concept, structure, current situation, and influence effect model of secondary teachers' career satisfaction based on the local context of Chinese workplace culture. It was found that the Conservation of Resource Theory (COR theory) emphasizes the acquisition, maintenance, and accumulation of resources by individuals and that work resources help to buffer the effects of high work evidence input and high workload on work performance and job satisfaction.

Research on the relationship between secondary teachers' job satisfaction, job characteristics, and psychological capital. 2017 Wang Jie and Xu Dazhen deeply analyzed the problem of secondary teachers' job satisfaction, compiled the secondary teachers' job satisfaction scale, conducted preliminary and retest questionnaire surveys on secondary teachers in Tianjin, Shanxi, and Sichuan, and

distributed 616 questionnaires to determine the five dimensions of the scale: organizational management, colleague relationship, student motivation, Compensation and treatment, and environmental resources.2019 Wang Xiaomei took secondary school teachers in Huangdao District, Qingdao City as the research object to explore the relationship between secondary school teachers' sense of organizational fairness and job satisfaction. The study showed that the sense of organizational fairness among secondary school teachers was significantly and positively related to job satisfaction, and the sense of organizational fairness could significantly predict job satisfaction. A study on the relationship between secondary teachers' sense of organizational fairness and job satisfaction.

Most scholars in China have mostly studied teacher job satisfaction based on job satisfaction, and different levels of research are involved in teacher job satisfaction, such as pedagogical, psychological level, and sociological perspectives. In terms of the factors influencing teachers' job satisfaction, they focus on the exploration of the factors and the relationship between them, and in addition, researchers also focus on the analysis of the influencing factors based on regional and cultural differences, such as customs and habits, living in a different place, etc.

In addition, some scholars have also conducted empirical studies on vocational education teachers' job satisfaction from different geographical perspectives. Zheng Hua et al. surveyed teachers' job satisfaction in a sample of six secondary vocational schools in Shanxi Province and found that the relatively low

level of secondary teachers' satisfaction was mainly influenced by the inadequate compensation and reward system. A national survey on secondary vocational education teachers' satisfaction was conducted by a research team from the Chinese Academy of Education Sciences in 2019, which looked at school management, educational job expectations, overall job satisfaction, and Government protection. The data show that teachers in the western region are significantly less satisfied than those in the eastern region; the longer the daily working hours in school and the higher the education level, the lower the satisfaction level of teachers in the profession, but the satisfaction level of teachers in the national model secondary schools in the profession will be higher. This indicates that the overall satisfaction of Chinese secondary teachers is average, and teachers generally think that the social status is low, the welfare treatment is unsound, and the training and further training opportunities are few. Although Chinese vocational education has been modernized, research on teachers' job satisfaction in the field of secondary education is still relatively insufficient.

From the above discussion, we can see that although there is certain research on teachers' job satisfaction both in China and abroad, the researches are far from mature, especially the research on the job satisfaction status of secondary teachers is quite weak. With the national emphasis on vocational education, especially secondary education, it seems very necessary to study the job satisfaction status of secondary teachers and how to adjust the job satisfaction of secondary teachers to

the best state.

2.3 Theoretical foundations of teacher burnout research

2.3.1 Related concepts of burnout

After reading and studying the international and Chinese literature reviews on burnout or teacher burnout, we found that international research on burnout started earlier and was more comprehensive. International scholars have carried out research work in many aspects such as the causes of burnout, the development process of burnout, the manifestation of burnout, the theory and measurement tools of burnout, and the prevention and intervention of burnout.

There are at least 48 different definitions of the concept of burnout with many common elements, but no single definition of burnout can be considered a standardized definition. In recent years, most scholars have conducted studies on burnout based on the three-dimensional model defined by Mallei and Jackson in 1986, which is "a symptom of emotional exhaustion, depersonalization, and low achievement in a human-centered occupation due to the inability to cope effectively with the constant stress at work.

2.3.2 Concepts related to teacher burnout

There is no academically accepted definition of teacher burnout. Research on teacher burnout in China began at the end of the 20th century, and the current research in China is basically based on foreign research. In terms of the research on causes, international studies tend to think that teachers' burnout is caused by

factors such as the pressure brought by work and life environment, lacking consideration of secondary teachers' needs for personal development, and the analysis of causes is not deep enough and has certain limitations.

The definition of teacher burnout in this study is that teacher burnout is an extreme reaction that teachers cannot handle appropriately and release smoothly in the face of work stress, and it is a state of emotional, cognitive, and behavioral exhaustion caused by long-term stress, continuous fatigue and various conflicts and contradictions in getting along with others, which is abnormal behavior and psychology.

2.4 Research literature on teacher burnout

2.4.1 Status of foreign research

There are four main representative international research theories on burnout.

1. Clinical view

This view was represented by Feldenberg, who, along with other volunteers, showed a psychological and physical state of exhaustion, anger, depression, frustration, arrogance, and guilt in helping and treating young people with substance abuse. Through his research, he found that this condition occurred partly because the people they worked with were overly dependent on them for help, and partly because he and the other volunteers worked too hard, worked too long and too hard, and neglected their own needs, thus becoming physically and mentally

exhausted. Freudenberg sees this combination of symptoms as burnout. The view is that burnout is a state of exhaustion caused by the service industry personnel in the process of providing services to clients due to working too hard, working too long, and neglecting their own survival, interpersonal and developmental needs, and is the result of great efforts to meet unrealistic personal or social expectations, and is an unfortunate interaction between the helper who has poured a lot of emotions and the overly needy client. It is an unfortunate interaction between the emotionally invested helper and the overly needy client. In contrast to other perspectives, this perspective focuses on a medical-clinical approach to describe the etiology, symptoms, clinical course, and treatment recommendations of the burnout process.

2. Histological view

This view is represented by Cherniss, who argues that burnout is essentially caused by a "mismatch" between the individual worker's contribution and the organization's reward. This "mismatch" can be divided into two types, one in which the individual is in an over-stimulating situation and the other in which the individual is not challenged by a limited number of stimulating situations. An example of the former is a teacher who has to teach multiple courses or work with different types of students, while an example of the latter is a teacher who has taught only one course or the same age group for many years. Compared to other perspectives, this one emphasizes that the influence of organizational factors on burnout cannot be underestimated.

3. Sociological and historical perspectives

The representative figure of this view is Sarason of Yale University, who believes that "burnout is not only a characteristic of the individual but also a reaction of the social landscape in the psychological characteristics of the individual". The focus is on the fact that it is difficult for workers to remain fully engaged in service when social conditions do not provide a conducive context for interaction. Compared with other views, this view emphasizes the influence of social factors on burnout.

4. Social psychological point of view

This perspective is represented by Maslach and Pines et al. Maslach's definition of burnout is the one most cited by subsequent studies and is shared by most of them. They operationally defined it using a three-dimensional model, burnout is a psychological syndrome caused by an individual's response to a persistent interpersonal stressor at work and consists of three dimensions low emotional exhaustion, depersonalization, and low achievement.

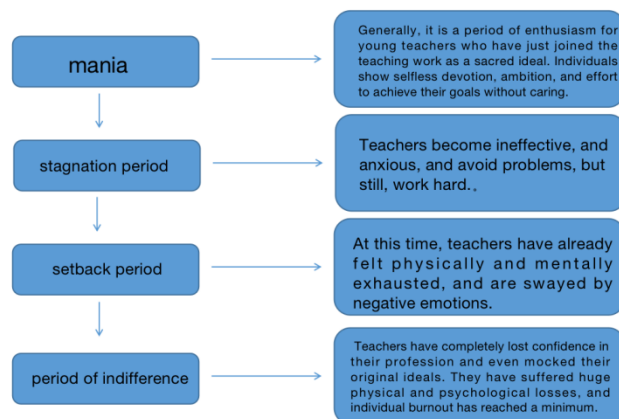
Emotional exhaustion represents the stress dimension of burnout. Emotional exhaustion is the core component of burnout, the most obvious manifestation, and the most representative indicator. It refers to a sense of excessive effort and depletion of emotional resources and is characterized by a lack of energy, and excessive fatigue, often accompanied by frustration, stress, and psychological perception of the individual's inability to commit to work. Depersonalization

represents the interpersonal dimension of burnout. Depersonalization is a negative, cold, overly isolating attitude toward others, seeing the people they serve as "things" rather than as "people," accompanied by cynicism and apathy.

Loss of personal accomplishment represents the self-evaluation dimension of burnout. A low sense of accomplishment refers to a reduced sense of self-competence, which means that individuals tend to evaluate the meaning and value of their work less, and even tend to make negative evaluations of their work results, feeling helpless and having lower self-esteem, thus losing their motivation to work and stop making efforts.

Foreign scholars have different analyses of the process of generating teacher burnout. The first one is divided into three levels according to the nature and strength of burnout, from weak to strong: primary burnout, secondary burnout, and tertiary burnout. The second one, represented by Beauchage's four-stage theory, divides teacher burnout into four stages according to the stress process, and each stage has its unique characteristics as the working career develops, in order of frenzy, stagnation, frustration, and apathy, as shown in Figure 2-3. The third one is based on the different processes of the burnout state curve into the peak leap period and trough oscillation period.

Figure 2-3 Four-stage theory of stress process



Mc Guire, president of the National Education Association (NEA), was the first scholar to focus on and raise the issue of teacher burnout as a research theme for the 1979 annual conference. Because the problem of teacher burnout was becoming more prevalent in society, its impact on the development of schools, students, and education was becoming more apparent. Therefore, foreign scholars have begun to conduct research on teacher burnout, especially on the factors that influence teacher burnout, and the following scholars and research results are representative. Leith wood conducted a study on teacher burnout in terms of influencing factors, and his research concluded that the causes of teacher burnout include personal, organizational, and school leadership. Teachers' job stress is influenced by the school's teaching evaluation system and students' poor behavior. What distinguishes Leathwood's study from other scholars is that it focuses specifically on the influence of school leadership as a factor in teacher burnout.

Byrne also conducted research on teacher burnout in terms of influencing

factors, and his study concluded that the causes of teacher burnout include three aspects: personal background, organization, and personality. Even in the same organization and environment, with the same personal background and teaching experience, and facing the same pressure, the burnout of different teachers differs due to the influence of personality factors, and the burnout of teachers with external control is more obvious than that of teachers with internal control. Jack Dunham conducted a study on teacher burnout in terms of the relationship between teacher stress and burnout, focusing on the issue of teacher stress brought about by educational reform. His study concluded that teachers' stress in educational reform leads to teacher burnout because teachers' stress is prone to burnout if it is not effectively relieved by a continuous high-pressure state.

There are four main measurement tools used internationally for the quantitative study of burnout.

1. the Burnout Questionnaire (MBI) proposed by Maller Poe and Jackson. The MBI is based on interviews and case studies with people in the service industry and contains three scales, the Emotional Exhaustion subscale (EE), the Depersonalization subscale (DP), and the Low Achievement subscale (PA). In order to be more relevant to the actual situation of the study participants, Mahler adapted the MBI into three versions: the MBI-General Survey (MBI-GS), the MBI-Human Service Survey (MBI-SS), and the MBI-Educators Burnout Scale (MBI-ES). Survey (MBI-ES).

2. the Burnout Measure (BM) proposed by Pines et al. contains three factors

emotional exhaustion, physical exhaustion, and mental exhaustion, with a total of 21 questions. burnout measured by the BM is unidimensional, and the BM focuses more on the differences in the degree of burnout when measuring burnout. burnout is seen by Pines as a series of interacting and interacting symptoms including feelings of helplessness, despair, decreased enthusiasm, irritability, and low self-esteem. Pines views burnout as a cluster of interacting and mutually influencing symptoms including helplessness, despair, decreased enthusiasm, irritability, and low self-esteem.

3. The S-MBM is a 16-item scale that measures burnout as an affective state characterized by physical, emotional, and cognitive exhaustion and is divided into three dimensions: physical fatigue, emotional exhaustion, and cognitive powerlessness. The S-MBM can better distinguish the nature of burnout and its causes, but the S-MBM is also a unidimensional scale.

4. the Oldenburg Burnout Inventory (OLBI) proposed by Ebbinghaus and Demerouti. the OLBI scale consists of 15 questions including both depletion and disengagement factors, and each subscale uses terms in both positive and negative directions, avoiding the MBI's psychometric limitations and has been used more often in the non-helper industry. According to relevant statistics, more than 90% of papers and studies use the MBI as a measurement tool.

2.4.2 Current status of research in China

The research on teacher burnout in China is later than that in foreign

countries, and the research on teacher burnout in mainland China began in the 1990s, showing a late start but rapid development. 2002 saw the first special research on teacher burnout in the psychological sense in China, mainly focusing on translation and review of the existing theories in the western pioneer countries. Many studies on teacher burnout have focused on the design of localized teacher burnout scales, factors influencing teacher burnout, and intervention measures.

On the overall situation of teacher burnout in China, Liu Xianmin made a detailed analysis of the research results of teacher burnout in the 10 years from 2001 to 2011. It was concluded that teacher burnout has increased year by year, male teachers have higher burnout than female teachers, and secondary school teachers are more serious than elementary school teachers and university teachers.

In the study of the teacher burnout scale, Wang Fang and Xu Yan from Beijing Normal University added the dimension of "knowledge depletion" to the original three dimensions of the MBI-ES and tested 679 primary and secondary school teachers nationwide. At the same time, it was suggested that social support, support from students and school leaders, and emotional support had a mitigating effect on teacher depletion.

In 2005, Liu Lurong pointed out in her article "Factors affecting teachers' burnout and intervention" that personality factors, occupational factors, and organizational factors are the three most important causes of burnout. Social factors - for example, teachers, doctors, civil servants, and police officers are professions

that often deal with people, and their professional characteristics determine that they have more emotional input and changes, and their energy is more depleted, so after a long time, they tend to have symptoms of cold attitude toward people and indifference to work; among organizational factors -high workload, interpersonal tensions around them, unclear role orientation and inability to transform multiple roles, and dull organizational structure tend to cause burnout; in personality factors - teachers, as the highly educated and elite class in society, have higher personal demands and expectations than In terms of personality factors - teachers, as a highly educated and elite class in society, have higher personal aspirations and expectations than other professions, and research shows that those with higher goals and expectations are more likely to experience burnout.

Zhao, Jinbo, and Shao, Hua (2008) studied the causes of teacher burnout from several aspects, including social factors such as professional characteristics, social expectations, information technology popularity, and social utilitarianism; school factors such as heavy research tasks, unreasonable evaluation system, complex interpersonal juncture, poor treatment, and difficulty in teaching students; and personal factors such as personality characteristics, values, self-efficacy, age, and teaching experience.

Huang (2003) suggested 10 factors as sources of teacher stress, namely: frequent change, lack of social support, teachers not receiving the respect they deserve, lack of information about the changing times, disproportionate salary to

workload, national curriculum, problematic behavior on the part of students, student evaluations, lack of non-contact time, and no link between teaching and promotion.

There are relatively few studies on the phenomenon of burnout among vocational education teachers, and most of them focus on the burnout of higher education teachers.

A study of institutional faculty burnout.

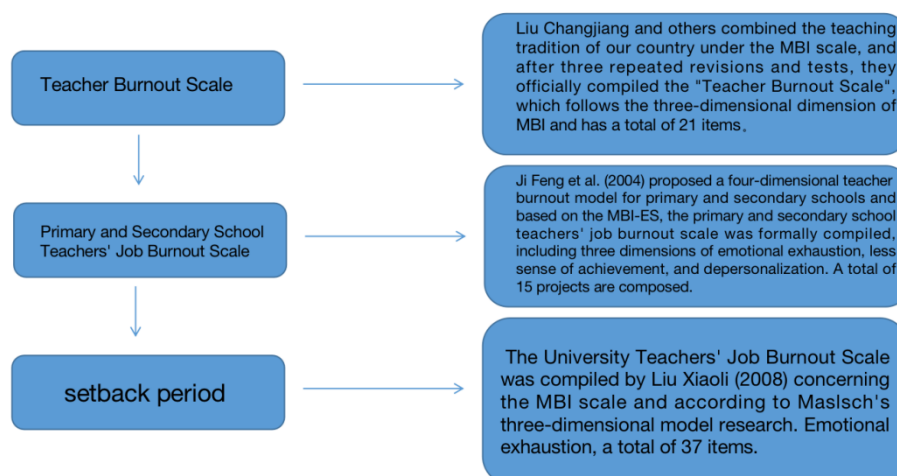
By analyzing the causes of burnout among private secondary teachers, He Lin proposed that unreasonable salary system, insufficient attention to teachers' development, and poor quality of students are the external organizational factors that lead to burnout among secondary teachers, and high economic pressure and confusion about personal future are personal factors. Through the questionnaire survey, Lv Mei concluded that the top five causes of burnout among secondary teachers are few training and further training opportunities, complicated work content, inadequate school own management system, low salary, and low quality of students.

One-third of the 53 papers published in academic journals analyzed the causes of burnout among secondary vocational teachers, among which Zhong Yanjin analyzed more comprehensively. She proposed that the impact of the expansion of general universities on secondary vocational education, the imperfect education system, the psychological distress during the social transition, and the pressure on

secondary vocational teachers to improve their qualifications brought by the assessment of secondary vocational schools are the social environment factors that generate burnout, the secondary vocational school's imperfect management system and poor organizational climate of secondary vocational schools are school organizational factors that lead to burnout, poor quality of student population and poor employment prospects of students after graduation are factors of job characteristics that generate burnout, and teachers' personal factors.

For the measurement tools of teacher burnout, representative research results in China include the Teacher Burnout Inventory, the Burnout Scale for Primary and Secondary School Teachers, and the Burnout Scale for College Teachers as shown in Figure 2-4. Chinese scholars generally refer to the MBI scale in their research on teacher burnout scales, lacking theoretical models for their own research. On the contrary, it is rare to find scholars abroad reporting or citing Chinese research in this area, so research on international teacher burnout scales should be the focus of Chinese research at present.

Figure 2-4 Teacher Burnout Scale



In summary, research on teacher burnout in China is still in its infancy, and less attention has been paid to vocational education teachers. From the perspective of research, the focus is on describing the actual situation of local teachers and the analysis of influencing factors. In terms of research methods, cross-sectional research methods are usually chosen, longitudinal research is less common, and there is a lack of research on teacher burnout in terms of intervention methods and direction of effects. In general, the research on teacher burnout in China is an in-depth exploration of the research related to teacher burnout in China based on theories and achievements of Western research. The path of exploration is also development, and development requires a process that requires research scholars to persistently and painstakingly continue to enrich and improve the research theories and results of teacher burnout in China, to alleviate obstacles to the steady development of a high-quality teaching force.

Chapter 3

Research Methodology

3.1 Population / Sampling Methods /Variables

In this paper, five representative secondary vocational schools in Qingdao were selected as the sample schools: Qingdao A School, Qingdao B School, Qingdao C School, Qingdao D School, and Qingdao E School. The questionnaire respondents of this paper are teachers of these five schools. The reason why teachers of these five schools are chosen is that the research objectives of this paper should cover both public and private schools, schools with a long history of operation and newly constructed schools, etc. One school is not enough to generate accurate findings.

Before the survey, personnel administrators of five schools were contacted through relevant channels, from which 20 teachers were finally selected as alternative subjects for the pretest, with an average of five teachers per school. In-depth interviews were conducted with these 20 front-line teachers of different ages and genders to understand the manifestations and influencing factors of teacher burnout. The formal questionnaire was also administered to teachers in these five secondary schools, which included both classroom and non-classroom teachers, full-time and part-time teachers, etc. Before the survey, the personnel administrators of the five schools were also contacted in the same way as the pre-survey to explain the purpose, significance, and survey plan of this study, and to

obtain information about the 300 secondary school teachers who were the target of this survey, considering gender, age, marital status and children's status, years of work, education, title, and position.

3.2 Data Collection

1. Pre-survey plan and arrangement

(1) Questionnaire design by reviewing and studying relevant domestic and international literature and conducting local practice, we analyzed the influential factors affecting job satisfaction and burnout of teachers in secondary vocational schools in Qingdao and designed a questionnaire.

(2) Questionnaire distribution and collection the survey was conducted by questionnaire. A questionnaire on the professional status of secondary school teachers in Qingdao was created and entered the web system to generate a link to the questionnaire and a QR code, which was then sent to 20 target teachers via email.

(3) Data analysis SPSS 21.0 software was used to test the reliability and validity of the questionnaire data. The questionnaire was modified under the guidance of teachers at secondary schools and college experts to form the official questionnaire.

2. Formal research data collection

The survey on job satisfaction and burnout of secondary school teachers was conducted in two different ways: the paper version of the survey booklet was

released on the spot and the link to the online electronic questionnaire booklet was distributed to the surveyed secondary school teachers. To help teachers better understand the concepts of job satisfaction and burnout, the paper version of the survey booklet was distributed to all full-time and part-time teachers. When the electronic pamphlet was distributed, a copy of the instructions for completing the booklet was included. The survey on job satisfaction and burnout of secondary school teachers was conducted from December 2021 to May 2022. A total of 360 questionnaires were distributed and 302 were returned, among which, incomplete questionnaires with the same score on all items and more than ten items were judged as invalid, and 292 valid questionnaires were finally obtained, with an effective rate of 97.3%.

3.3 Instruments / Research Design

This study is a hybrid study, with both precise qualitative analysis and quantitative data analysis. Both qualitative and quantitative research belong to the field of social science research. The specific research methods of qualitative research are mainly: interviews, case studies, and documentary analysis. The questions studied are open-ended questions with no direct conclusions about the answers to the questions and are conducted with a small group of specific people, i.e., a small sample. When conducting the qualitative research, the specific content of the study was first clarified, mainly including teachers' job satisfaction and burnout, and relevant questions were set based on the research planning. The ideas

of a specific group of people were obtained by the above means, and finally, generalized conclusions were drawn. Quantitative research cannot be done without observations, experiments, surveys, and statistics, all of which are closely linked to data. These research methods ultimately yield information, so SPSS software is used for data processing to create graphs or model evidence during data analysis.

3.4 Statistics and Data Analysis

1. Statistics and description of pre-survey data

(1) Satisfaction and burnout reliability test

Reliability analysis was used to examine the degree of reliability of the answers to the quantitative data. This time, the reliability of the pre-survey questionnaire data was examined and analyzed by Cronbach's alpha coefficient (Cronbach's α), which is shown in Table 3.1.

Table 3-1 Cronbach alpha coefficient range values

Alpha coefficient range	Degree of confidence
≥ 0.8	A
0.7-0.8	B
0.6-0.7	C
< 0.6	D

With the help of SPSS 21.0 software, Cronbach's alpha was measured on the pre-study questionnaire data, and from Table 3.2, the reliability of the job satisfaction scale for secondary vocational schoolteachers was 0.917, and all the

reliability was much higher than the standardized index values. Therefore, I suggest that all 30 items of satisfaction measurement be retained in the pre-study section.

Table 3.2 Pre-study Scale B "Teacher Job Satisfaction Scale" Reliability Analysis

Dimensionality	Itemization	Alpha coefficient	Discounted half coefficient	Overall reliability
The workitself	6	0.859	0.857	0.917
Salary and wages	5	0.907	0.811	
Professional development	4	0.873	0.878	
Management system	5	0.913	0.883	
Interpersonal relationships	4	0.908	0.918	
Organizational climate	6	0.914	0.942	

From Table 3.3, we can learn that the overall reliability of this burnout scale for secondary vocational school teachers is 0.895, and all the reliabilities are higher than the standardized index values, so we can judge that the preparation of this pre-survey questionnaire for burnout of secondary vocational teachers in Qingdao is also very successful, so the author suggests that the pre-survey retains all 18 burnout measurement questions.

Table 3.3 Pre-research Scale C "Teacher Burnout Scale" Reliability Analysis

Dimensionality	Itemization	Alpha coefficient	Discounted half coefficient	Overall reliability
Emotional exhaustion	6	0.869	0.757	0.895
Low achievement	5	0.878	0.757	
Depersonalization	7	0.908	0.829	

(2) Satisfaction and burnout question item validity test

Validity is the degree to which a test can serve a purpose (Mehens & Lehmann, 1978), that is, whether a measure score reflects the characteristics it is intended to measure. Validity can be divided into three categories, including content validity, criterion validity, and construct validity, and content validity was used in this pretest phase to measure the validity of the entire questionnaire.

After the whole questionnaire on job satisfaction and burnout of secondary teachers was designed, two professional teachers in the college were immediately invited to explore the content of the whole paper and the shortcomings of its preparation, and 20 teachers in the sample schools were asked to pre-fill the questionnaire and carefully asked about the subjects' experience of filling it out, and finally, further revisions of the paper were made with the instructors. Through the instructors' guidance, the predicted questionnaire could objectively and comprehensively reflect the job satisfaction and burnout of the secondary school teachers in Qingdao City to be investigated in this study. In conclusion, the content

validity of this pre-research questionnaire on job satisfaction and burnout of secondary school teachers can reach the standard, so the author does not need to continue to delete questions in the pre-research part of the questionnaire formed.

2. Data analysis of formal research

This study conducted a demographic survey on teachers' gender, age, education, marital status, children's status, title, teaching position, and courses taught. It can be concluded from Tables 3.4 that among the overall sample of 300: in terms of gender, there were 92 male teachers and 208 female teachers, accounting for 30.7% and 69.3% respectively, which means that a high proportion of secondary vocational teachers in Qingdao are female; in terms of age, the highest proportion is in the 26-35 years old stage, followed by the 36-45 years old stage, and the least proportion is in the retired or retiring teachers. It can be seen that the most dominant teaching force in Qingdao is between 26-45 years old, and the force is relatively young. In terms of education, teachers are mainly concentrated on bachelor's degrees, master's degrees, and above, and the number of teachers with bachelor's degrees is low. In terms of marital status and child-rearing, 63.3% of teachers are married and 68.3% have one child. It can be seen that most of the teachers in Qingdao secondary school teachers are married and have the responsibility of raising children; in terms of job titles, middle-level lecturers are the most numerous, accounting for 50%, followed by junior lecturers; in terms of teaching positions, 98% of the teachers are classroom teachers, 29% are classroom

teachers, and some teachers also have administrative jobs.

Table 3.4 Basic information of the surveyed teachers

Item	Gender	Number	Percentage
Gender	Male	92	30.7%
	Female	208	69.3%
Age	21-25 years old	52	17.3%
	26-35 years old	112	37.3%
	36-45 years old	98	32.7%
	46-55 years old	27	9%
	56 years old and above	11	3.7%
Education	Undergraduate	13	4.3%
	Undergraduate	108	36%
	Master's degree	121	40.3%
	Ph.D. and above	58	19.4%
Marital status	Unmarried	110	36.7%
	Married	190	63.3%
	Infertility	55	18.3%
Childhood Status	One child	205	68.3%
	Raising two or more children	40	13.4%
	None	6	2%
	Title Primary	121	40.3%

	Intermediate	150	50%
	Senior	23	7.7%
	Subject Faculty	170	56.7%
Teaching position	Teacher and classroom teacher	87	29%
	Faculty and Administration	37	12.3%
	Teaching and research team leader	6	2%
	Basic Course	120	40%
Courses taught	Specialized courses	176	58.7%
	Other	4	1.3%

3. Formal research data reliability analysis

According to the SPSS software operation book and the instruction of the teacher of educational measurement and research methods, it can be known that if the Cronbach alpha value is between the critical point of 0.60-0.90, it can indicate that the reliability of the surveyed questionnaire can reach the standard. According to Table 3.5, the overall reliability of the formal research scale B "Teacher Job Satisfaction Scale" was 0.881, and the reliability of each dimension was mostly in the range of 0.83-0.91. This indicates that the reliability of the formal research scale B "Teacher Job Satisfaction Scale" can pass the consistency test of reliability.

Table 3.5 Reliability Analysis of Formal Research Scale B "Teacher Job Satisfaction Scale

Dimension	Cronbach alpha	Sample size	Question items	Overall reliability
The work itself	0.874	300	6	0.881
Salary and wages	0.902	300	5	
Professional development	0.892	300	4	
Management system	0.837	300	4	
Interpersonal relationships	0.850	300	5	
Organizational climate	0.879	300	6	

In the previous section, the formal research scale B, the Teacher Job Satisfaction Scale, was examined, and according to the data output from the SPSS software, the scale was able to pass the reliability test. According to Tables 3.6, the overall reliability of the formal research scale C "Teacher Burnout Scale" was 0.863, and the reliability of each dimension was mostly between 0.84 and 0.91, which indicated that the reliability of the formal research scale C "Teacher Burnout Scale" could also pass the consistency test of reliability.

Table 3.6 Reliability Analysis of Formal Research Scale C "Teacher Burnout Scale

Dimension	Cronbach alpha	Sample size	Question items	Overall reliability
Emotional exhaustion	0.899	300	6	0.863
Low achievement	0.847	300	5	
Depersonalization	0.914	300	6	

4. Formal research data validity analysis

In the formal testing phase of this paper, structural validity was used to measure the validity of the whole questionnaire, and structural validity is generally based on principal component analysis to ensure that the dimensions or constructs of the questionnaire are convincing. The KMO value of 0.927 is sufficient to pass the factor analysis, so the validity can be fully achieved.

Table 3.7 Teacher Job Satisfaction Scale KMO Test and Bartlett's Spherical Test Values

KMO measured value		0.927
Approximate cardinality		2276.582
Bartlett's spherical test	Df	639
	Sig	0.000

The validity analysis of the KMO of the Teacher Job Satisfaction Scale was conducted in the previous step, and the validity of the KMO of the Teacher Burnout Scale was examined next. Table 3.8 shows that the KMO value of 0.869 for the teacher burnout scale is sufficient for the factor analysis, so the validity can be fully achieved.

Table 3.8 Teacher Burnout Scale KMO Test and Bartlett Sphericity Test Values

KMO measured value		0.869
Approximate cardinality		5309.63
Bartlett's spherical test	Df	425
	Sig	0.000

In that part of the chapter, reliability and validity analyses were conducted

around the teacher job satisfaction and burnout scales, and they both passed the test, thus showing that the development of this scale is feasible and convincing.

Chapter 4

Data Analysis Result

4.1 Demographic Analysis of The Respondents

4.1.1 Analysis of Job Satisfaction of Secondary School Teachers in Qingdao

1. Analysis of the current situation of job satisfaction of secondary school teachers by different genders

Male secondary school teachers are less satisfied than female secondary school teachers in terms of work itself, identity, and interpersonal relationships. There are significant differences in job satisfaction of secondary school teachers in terms of gender, especially in terms of the job itself, sense of identity, and interpersonal relationships, there is a phenomenon that male teachers are less satisfied than female teachers. With the progress of society, the social status and education level of women is increasing, which brings more work pressure on men. Moreover, male teachers' higher achievement motivation and greater need for material, social, and family also bring some pressure on male teachers, which invariably aggravates the job dissatisfaction of male teachers. The mean and significance of the six dimensions of Scale B were measured for teachers of different genders using SPSS 21.0 software. If the p-value is significant at 0.05 level, it means that there is a significant effect of different genders on the dimension. From Table

4.1, it is clear that male secondary teachers have lower means than female teachers in all dimensions, especially in the management system and salary package dimensions. From the p-values, it is clear that teachers' gender significantly affects the salary and benefits, interpersonal relationships, and management system dimensions. In conclusion, male teachers in Qingdao have an average level of job satisfaction with their salary and management system dimensions, so the next step is for school leaders to pay attention to this situation and introduce some care policies for male teachers to better help them improve their job satisfaction.

Table 4.1 The effect of gender on job satisfaction of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE		T	P
	FEMALE	MALE		
THE JOB ITSELF	3.803	3.723	0.747	0.456
MANAGEMENT SYSTEM	3.637	3.311	-2.234	0.026*
INTERPERSONAL RELATIONSHIP	4.130	3.755	2.985	0.003*
ORGANIZATIONAL CLIMATE	4.078	3.893	0.511	0.610
SALARY	3.646	3.415	0.040	0.028*
PROFESSIONAL DEVELOPMENT	3.887	3.600	0.047	0.962
THE JOB ITSELF	3.934	3.799	0.324	0.746

2. Analysis of the current situation of job satisfaction of secondary school teachers of different working ages

From Table 4.2, we can see that secondary teachers with 0-3 years of working experience and 0-3 years of teaching experience have higher job satisfaction than

those in other age groups. The longer the years of service and teaching experience, the lower the job satisfaction of secondary teachers. For teachers with longer working and teaching experience, their novelty has long receded, and all training and promotion opportunities are given to young and middle-aged teachers. Moreover, due to the recession of secondary schools in recent years, the development prospect of secondary schools is not good in the eyes of some senior teachers, and the combination of internal and external factors makes their job satisfaction low. In terms of P-value, teachers with different years of service will have significant effects on the salary, professional development, and interpersonal relationship dimensions of their job satisfaction. In conclusion, in the future, school leaders should take more care of new teachers with 0-3 years of service to help them through the novice teacher period.

Table 4.2 Effect of seniority on job satisfaction of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE					T	P
	0-3	4-10	11-20	21-30	31 YEARS AND ABOVE		
THE JOB ITSELF	3.303	3.433	3.685	3.605	3.925	0.747	0.456
SALARY	3.237	3.465	3.508	3.775	4.105	-2.234	0.026*
PROFESSIONAL DEVELOPMENT	4.109	3.256	3.955	3.302	4.008	2.985	0.003*
MANAGEMENT SYSTEM	3.378	3.255	3.415	3.459	3.913	0.511	0.610
HUMAN RELATIONS	3.856	3.802	3.944	4.011	4.046	0.040	0.028*
ORGANIZATIONAL CLIMATE	3.772	3.955	3.887	3.867	4.002	0.047	0.962

3. Analysis of the current situation of job satisfaction of secondary school teachers at different education levels

From Table 4.3, it can be seen that teachers who graduated with a bachelor's degree or below have the highest mean values in the job itself, salary and professional development, and organizational climate, and most of them are students who stay in school to teach, have lower education and are younger, and feel more satisfied with the job compared with their peers. From the p-values, it can be seen that teachers' different education has a significant effect on the dimensions of their job satisfaction such as professional development and salary. At the same time, it can be found that overall, the higher the education level, the lower the satisfaction in six dimensions: the job itself, salary and benefits, professional development, interpersonal relationship, management system, and organizational climate, which indicates that teachers with higher education level have higher requirements in all aspects.

Table 4.3 The effect of academic qualifications on job satisfaction of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE				T	P
	BELOW UNDERGRADUATE	UNDERGRADUATE	MASTER	DOCTOR		
THE JOB ITSELF	4.013	3.802	3.769	3.682	0.989	0.460
SALARY	3.799	3.533	3.327	3.301	1.309	0.024*
PROFESSIONAL DEVELOPMENT	3.607	3.584	3.382	3.015	3.172	0.033*
MANAGEMENT SYSTEM	3.579	3.574	3.460	3.163	4.381	0.232
HUMAN RELATIONS	3.949	3.983	3.858	3.846	2.103	0.013*
ORGANIZATIONAL CLIMATE	4.070	4.022	3.994	3.938	5.133	0.219

4. Analysis of the current situation of job satisfaction of secondary school teachers by different job titles

From Table 4.4, we can see that job titles have significant effects on all six dimensions of job satisfaction. Junior teachers are generally younger, are active and enthusiastic in their work, willing to actively consult their seniors and get along well with their colleagues in class, and are more easily accepted by students. In addition, young teachers are full of energy and confidence in their future development, so they are also more satisfied with their professional development. In conclusion, school leaders should pay more attention to the development of junior teachers in the future.

Table 4.4 The effect of job title on job satisfaction of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE				T	P
	NONE	ELEMENTARY	INTERMEDIATE	ADVANCED		
THE JOB ITSELF	3.540	3.780	3.490	3.670	0.989	0.028*
SALARY	3.870	3.869	3.550	3.632	1.309	0.031*
PROFESSIONAL DEVELOPMENT	3.944	4.080	3.870	3.701	3.023	0.043*
MANAGEMENT SYSTEM	3.610	3.852	3.680	3.564	1.213	0.011*
HUMAN RELATIONS	3.830	3.931	3.790	3.708	6.109	0.007*
ORGANIZATIONAL CLIMATE	3.980	4.020	3.805	3.880	5.534	0.049*

5. Analysis of the current situation of job satisfaction of secondary school teachers whether they are classroom teachers or not

As shown in Table 4.5, the mean value of teachers who are classroom teachers is lower in terms of salary and management system, because classroom teachers have more responsibilities and are responsible for students' learning and life in addition to teaching, so they spend more energy and take more responsibilities, and the more they invest, the higher the salary they expect. All these make teachers experience more frustration as classroom teachers. In addition, there was no significant increase in salary for teachers working as classroom teachers, and most classroom teachers felt that there was a serious discrepancy between the pay and the reward. In terms of p-value, whether or not to be a classroom teacher had a significant impact on the dimensions of professional development, management system, and organizational climate. In conclusion, classroom teachers

in Qingdao are not very satisfied with the dimensions of salary and treatment, management system, and interpersonal relationships within job satisfaction, so the management of secondary schools in Qingdao should pay attention to this situation in the next step and introduce some care policies for classroom teachers to assist them to manage their classroom groups better.

Table 4.5 Effect of being a class teacher or not on the job satisfaction of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE		T	P
	YES	NO		
THE JOB ITSELF	3.736	3.833	0.648	0.577
MANAGEMENT SYSTEM	3.505	3.820	1.354	0.026*
HUMAN RELATIONS	3.715	4.029	0.419	0.003*
ORGANIZATIONAL CLIMATE	3.817	3.906	1.046	0.011*
SALARY	3.641	3.980	0.585	0.347
PROFESSIONAL DEVELOPMENT	3.737	3.764	0.360	0.034*

6. Analysis of the current situation of job satisfaction of secondary teachers with different numbers of weekly class hours

From Table 4.6, it can be obtained that teachers with more class hours have lower job satisfaction than those with fewer class hours, especially in the management system dimension, except for the professional development dimension. Along with the development of society, the update of knowledge is accelerating day by day, and the comprehensiveness of the curriculum is increasing, so teachers have to spend a lot of time finding information and supplementing the

content of the books so that they can instruct students more effectively. The higher number of lecture hours leaves little time for additional study and knowledge replenishment, while teachers with fewer class hours have more free time to study or engage in research to continuously improve themselves. This results in lower job satisfaction the higher the number of classroom hours. In terms of p-value, the number of weekly classroom hours significantly affects the dimensions of job satisfaction of secondary school teachers, such as salary, management system, interpersonal relationship, and organizational climate. In conclusion, it can be learned that the more the number of weekly class hours for secondary teachers in Qingdao, the lower their job satisfaction, so the next step is for school management to pay attention to this situation and introduce some incentive policies for teachers with more class hours in addition to class fees to improve their job satisfaction.

Table 4.6 The effect of weekly classroom hours on job satisfaction of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE					T	P
	1-10	11-20	21-30	31-40	41 AND MORE		
THE JOB ITSELF	3.935	4.025	3.845	3.832	3.803	0.347	0.347
SALARY	3.951	3.852	3.855	3.975	3.837	12.174	0.015*
PROFESSIONAL DEVELOPMENT	3.630	3.532	3.845	3.812	3.855	5.135	0.023*
MANAGEMENT SYSTEM	3.978	3.930	3.850	3.647	3.633	6.123	0.035*
HUMAN RELATIONS	4.345	4.318	3.956	3.747	3.646	2.109	0.004*
ORGANIZATIONAL CLIMATE	4.087	4.186	3.853	3.859	3.959	3.104	0.002*

4.1.2 Analysis of burnout among secondary school teachers in Qingdao

1. Analysis of the current situation of burnout among secondary school teachers by gender

From Table 4.7, we can see that male teachers' burnout is more serious than female teachers' burnout in three dimensions, probably because male teachers are under more pressure at work and bear more family responsibilities. From the p-value, gender does not affect the burnout of secondary school teachers in Qingdao, but the leaders and management of secondary schools should also pay attention to the burnout of male teachers in the next step and help male teachers to relieve their emotions and release their stress.

Table 4.7 The current situation of the influence of gender on burnout of middle school teachers in Qingdao city

DIMENSIONALITY	AVERAGE VALUE		T	P
	FEMALE	MALE		
EMOTIONAL EXHAUSTION	2.470	2.834	0.649	0.057
DEPERSONALIZATION	2.504	2.698	1.554	0.501
LOW ACHIEVEMENT	2.971	3.063	0.419	0.347

2. Analysis of different working ages on the current situation of burnout among secondary school teachers

From Table 4.8, except for teachers with more than 31 years of service, teachers with longer working age have higher scores in all three dimensions than teachers with shorter working age.

Table 4.8 The current situation of the effect of seniority on burnout of secondary school teachers in Qingdao City

DIMENSIONALITY	AVERAGE VALUE					T	P
	0-3 YEARS	4-10 YEARS	11-20 YEARS	21-30 YEARS	31 YEARS OR MORE		
EMOTIONAL EXHAUSTION	2.195	2.225	2.545	2.639	2.056	1.342	0.023*
DEPERSONALIZATION	1.937	2.332	2.705	2.721	1.778	-2.518	0.126
LOW ACHIEVEMENT	2.523	2.840	2.845	2.872	2.108	1.025	0.565

3. Analysis of the current situation of burnout of secondary teachers at different education levels

From Table 4.9, it can be obtained that the higher the education level, the higher the teachers' scores in the dimension of emotional exhaustion. From the p-value, the education level has a significant influence on the burnout of secondary school teachers in Qingdao, and the leaders and management of secondary schools should next consider the dimensions of burnout of teachers with different education levels and introduce corresponding measures in a targeted way to help them reduce their burnout.

Table 4.9 Current situation of the influence of academic qualifications on burnout of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE					T	P
	BELOW UNDERGRADUATE	UNDERGRADUATE	MASTER	DOCTOR			
EMOTIONAL EXHAUSTION	2.237	2.482	2.821	2.890	2.934	0.989	0.006*
DEPERSONALIZATION	1.558	1.662	2.035	2.171	2.231	1.309	0.024*
LOW ACHIEVEMENT	2.933	3.041	2.987	3.011	3.047	3.172	0.043*

4. Analysis of burnout of secondary school teachers by different job titles

From Table 4.10, we can see that, in terms of p-value, none of the titles have a significant effect on the burnout of secondary school teachers in Qingdao, but in the next step, the leaders and management of secondary schools should also pay attention to the burnout of teachers with senior titles and help them channel their emotions and relieve their stress.

Table 4.10 Current situation of the effect of job title on burnout of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE				T	P
	NONE	ELEMENTARY	INTERMEDIATE	ADVANCED		
EMOTIONAL EXHAUSTION	2.508	2.661	2.705	2.830	1.425	0.589
DEPERSONALIZATION	2.250	2.405	2.591	2.613	1.309	0.620
LOW ACHIEVEMENT	3.090	2.845	2.853	2.957	1.298	0.430

5. Analysis of burnout of secondary teachers with or without classroom teachers

From Table 4.11, we can see that the burnout scores of teachers who are classroom teachers are significantly higher than those of classroom teachers. From the p-value, whether teachers are classroom teachers or not has a significant effect on their burnout, so the leaders and management of secondary schools should pay more attention to secondary teachers who are classroom teachers.

Table 4.11 The current situation of the effect of being a classroom teacher or not on burnout of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE		T	P
	YES	NO		
EMOTIONAL EXHAUSTION	2.870	2.552	0.548	0.015*
DEPERSONALIZATION	2.720	2.611	1.354	0.026*
LOW ACHIEVEMENT	2.960	2.903	0.898	0.003*

6. Analysis of different weekly classroom hours on the current situation of burnout among secondary school teachers

From Table 4.12, the burnout scores of secondary teachers with more weekly classroom hours are significantly higher than those with fewer weekly classroom hours, because the more classroom hours, the fewer time teachers have left for themselves to improve their abilities and spend with their families, and thus teachers are more likely to develop burnout. From the p-value, the difference in the number of weekly classroom hours had a significant effect on all three dimensions of teachers' burnout. The next step is for the leaders and management of secondary schools to care more about secondary teachers with more weekly classroom hours and help them reduce their burnout.

Table 4.12 Current situation of the effect of weekly classroom hours on
burnout of secondary school teachers in Qingdao

DIMENSIONALITY	AVERAGE VALUE					T	P
	1-10	11-20	21-30	31-40	41 AND MORE		
EMOTIONAL EXHAUSTION	2.203	2.305	2.565	2.725	2.762	1.347	0.037*
DEPERSONALIZATION	2.477	2.475	2.589	2.715	2.795	2.714	0.014*
LOW ACHIEVEMENT	2.805	2.811	2.845	2.852	2.866	2.112	0.015*

4.2 Statistical Analysis Results

4.2.1 Results of the analysis of job satisfaction of secondary school teachers in Qingdao

This paper used SPSS 21.0 software to test the means of the six dimensions of the Teacher Scale B. From Table 4.13, we can see that the overall job satisfaction of the teachers in the surveyed secondary schools in Qingdao is in the range of slightly satisfied to relatively satisfied, teachers are relatively satisfied with the organizational climate and interpersonal relationship dimensions, and slightly satisfied with the remaining four dimensions, among which the professional development and management system dimensions have slightly lower scores. This shows that in the future, the leaders and management of secondary schools should consider more about how to help teachers better improve their professionalism in their fields, as well as brainstorming in the daily operation of teaching and non-teaching affairs in the school to continuously improve the education and teaching management system, and they should also take timely measures for the

outstanding phenomena in other dimensions to continuously improve teachers' job satisfaction.

Table 4.13 Results of the analysis of overall job satisfaction of secondary school teachers in Qingdao

DIMENSIONALITY	SAMPLE	MEAN	VARIANCE
THE JOB ITSELF	502	3.85	1.180
MANAGEMENT SYSTEM	502	3.63	1.244
HUMAN RELATIONS	502	4.05	1.269
ORGANIZATIONAL CLIMATE	502	4.21	1.287
SALARY	502	3.68	1.323
PROFESSIONAL DEVELOPMENT	502	3.60	1.277

4.2.2 Results of the analysis of burnout among secondary school teachers in Qingdao

In order to understand the current situation of burnout among secondary school teachers in this research in general, the SPSS 21.0 software was used to test the mean value of Scale C as a whole. From Table 4.14, we can get that the mean value of emotional exhaustion of secondary teachers in Qingdao is 2.79, which is a mild problem; the mean value of depersonalization is 2.68, which is a mild problem; and the mean value of low achievement is 3.04, which just reaches a moderate problem. In conclusion, middle school teachers in Qingdao currently have a mild burnout problem, which slightly tends to spread to moderate burnout. In the future, leaders of middle schools and education departments should pay attention to this

situation and introduce relevant policies and measures to suppress teachers' burnout.

Table 4.14 Results of burnout analysis of secondary school teachers in Qingdao

DIMENSIONALITY	SAMPLE	MEAN	VARIANCE
EMOTIONAL DEPLETION	502	2.79	1.24
DE-PERSONALIZATION	502	2.68	1.38
LOW ACHIEVEMENT	502	3.04	1.33

4.3 Hypothetical Test Results

H1: The salary level and welfare benefits of secondary teachers are not high enough to meet and protect the basic life of secondary teachers.

According to the results of the questionnaire and interviews, the salary and benefits are very low in the six dimensions of job satisfaction, ranking third from the bottom, and most teachers are satisfied with their salary and benefits. The specific reasons are: firstly, the local financial allocation is not enough and does not pay attention to teachers' salary and treatment; secondly, the treatment of secondary school teachers is lower than that of local employees in other institutions and government civil servants; thirdly, the price of housing in Qingdao is rising fast, and non-local teachers have difficulties in purchasing houses, which increases the difficulty of teachers' life and reduces their job satisfaction. Fourth, the salary distribution system of secondary school teachers is unreasonable, which discourages secondary school teachers' work motivation.

H2: The burnout situation of secondary teachers can show obvious differences in terms of education.

According to the statistical analysis of the differences in burnout among different education levels, the degree of burnout is roughly proportional to the degree of education, and the degree of burnout of teachers with low education is generally less serious than that of teachers with high education. The survey results show that teachers with higher education levels have higher scores in the dimension of emotional exhaustion because teachers with higher education levels have higher demands on themselves and are eager to improve their talents with new challenges, which are rarely provided in secondary schools. Teachers with a bachelor's degree or below have a mildly moderate degree in the low achievement dimension because they are less educated and are prone to low self-esteem and negative psychology when they encounter teaching difficulties and challenges. In the next step, the leaders and management of secondary schools should consider each dimension of burnout of teachers with different education levels and introduce targeted measures to help them reduce their burnout.

H3: Secondary teachers have emotional exhaustion due to high stress.

According to the mean score of burnout among secondary vocational teachers in Qingdao, it can be seen that the problem of emotional exhaustion among teachers in secondary vocational schools in Qingdao is relatively mild and serious, and in Qingdao, the mean score of 2.79 ranks second to last in the overall

survey of teachers' burnout, which deserves the attention of the society in the future.

The source of work pressure for teachers in secondary vocational schools is mainly working pressure, as mentioned by several secondary teachers I came into contact with during my internship, they are not only busy preparing lessons and classes, but also dealing with class affairs and coping with non-teaching affairs every day, which leads to physical and mental exhaustion and a strong sense of emotional exhaustion. They are generally undisciplined, do not like to study, and have certain problems with their personal quality and behavior. In addition, the school rules stipulate that no student can violate classroom discipline during class, and teachers are under pressure from the leaders' daily inspections. Such pressure leads to teachers' emotional exhaustion.

Chapter 5

Conclusions and Discussion

5.1 Conclusions and Discussion

Based on the research on teachers' job satisfaction and burnout at home and abroad, this paper combined with the characteristics of education development of secondary schools in Qingdao determined the survey scale and interview plan of secondary teachers' professional status in Qingdao and conducted field research and interviews on teachers' job satisfaction and burnout in five secondary schools in Qingdao through the scale and interview plan. the current situation of teachers' job satisfaction and burnout degree in these five secondary schools, and investigate the influencing factors about teachers' job satisfaction and burnout in secondary schools in Qingdao, so as to propose suggestions for improving teachers' job satisfaction and reducing burnout, the results of the study are as follows.

1. The results of the job satisfaction survey in the Qingdao Secondary Teachers' Occupational Condition Questionnaire show that two-thirds of the indicators in the survey sample do not reach the range of "more satisfied", which shows that measures need to be taken continuously to improve the job satisfaction of secondary teachers in Qingdao. The results of the survey on teachers' burnout show that the three dimensions of teachers' burnout in the sample range from 2.60

to 3.10, which means that teachers are in mild burnout and tend to develop moderate burnout, which needs the attention of secondary schools.

2. From the statistical analysis of the differences in job satisfaction of secondary school teachers in Qingdao, it was found that there were significant differences in some dimensions and indicators in Scale B in terms of gender, length of service, and education, while there were significant differences in most dimensions and indicators in Scale B in terms of age, marital status, job title, whether they were classroom teachers and a number of weekly classroom hours. From the statistical analysis of differences in the study of burnout among secondary school teachers in Qingdao, it was found that there were significant differences in marital status, education, and whether or not they were classroom teachers for all three dimensions of Scale C.

3. Strategies to improve the job satisfaction of secondary school teachers in Qingdao: first, improve welfare and humane treatment; second, promote equality and carry out career management; third, update facilities and green office; fourth, reasonable distribution and democratic participation. Suggestions to reduce burnout of secondary school teachers in Qingdao: first, relieve stress and pay attention to physical and mental development; second, social recognition and parental cooperation.

To a certain extent, this paper can provide good measures for secondary schools to improve teachers' job satisfaction and reduce teachers' burnout, but due to my limited academic level, there are many shortcomings in this paper.

1. The sample of this paper is only from Qingdao City, Shandong Province, which is limited and has some geographical restrictions.

2. The research method needs to be improved. The research method for measuring teachers' job satisfaction and burnout is slightly simple, and the research method should be increased in the future.

3. Software analysis needs to be increased. For the questionnaire survey data using SPSS software, it can be combined with other software models to strengthen the data support.

Research on teachers' job satisfaction and burnout is in development, and in-depth research is needed in terms of connotation definition, influence factor analysis, measurement tools, and research methods. First, the connotation of job satisfaction and burnout needs to be scientifically defined.

5.2 Suggestions

In response to the research on job satisfaction and burnout of middle school teachers, the following suggestions are made.

1. focus on job satisfaction, work itself, identity, and interpersonal relationships among male teachers in secondary vocational schools

Male teachers are a minority group among teachers in secondary vocational schools, and their job satisfaction, work itself, identity, and interpersonal relationships have received little attention. To care about male teachers' job satisfaction, the job itself, identity, and interpersonal relationship, we should create a good spiritual environment and improve the salary level of male teachers from both spiritual and material levels, to really improve the working and living environment of male teachers and fundamentally reduce the possibility of male teachers' burnout psychology. The school management must give male teachers more freedom and try to conduct merit assessments and promotions in a fair and just manner, to maximize the motivation of male teachers. In dealing with male teachers' violations of school discipline, it is important to follow the law and also to be emotionally sensitive. At the same time, schools can establish and maintain a scientific evaluation system for male teachers to promote their harmonious development and realize their self-worth; fully mobilize their motivation and enthusiasm for their work, and prevent slackness.

2. Different management measures for secondary vocational school teachers of different ages and years of service

In the daily management of the school, the school should give the same opportunities to both veteran and young teachers, instead of focusing only on the training of young teachers. Let veteran teachers apply their years of teaching experience to a wider range of practical work and lead the way for younger teachers.

Each secondary school should also make sure that senior teachers enjoy the same opportunities as young teachers so that teachers can feel the school's recognition of their work and appreciation and importance of their teaching achievements, which will enable teachers of different ages and teaching ages to share their enthusiasm and potential and improve their job satisfaction.

3.Improve the job satisfaction of secondary school teachers with high education

The results of the study show that secondary school teachers with master's degrees and above are less satisfied with promotion and development, interpersonal relationships, salary and income, and leadership and management than secondary school teachers with bachelor's degrees and below. The job satisfaction of secondary vocational school teachers with different degrees is different, so in the process of implementing the teacher appraisal and evaluation system in secondary schools, teachers with different degrees should also be evaluated comprehensively and completely by combining various aspects such as teaching and scientific research, and different evaluation criteria should be formulated for teachers with different degrees so that teachers can highlight their specialties and form their teaching and scientific research characteristics so that teachers can experience a sense of fairness and justice as much as possible. The teachers can experience a sense of fairness and justice as much as possible so that

the job satisfaction of teachers with high education in secondary vocational schools can be improved.

4.Reduce the burnout of secondary vocational teachers working as classroom teachers

Secondary vocational teachers who are classroom teachers are less satisfied with their work and identity than those who are not classroom teachers. Students in secondary vocational schools are students after the superiority and inferiority of students, and there are phenomena such as learning disabilities and truancy. This puts higher demands on teachers who work as classroom teachers in secondary vocational schools. As class teachers, secondary teachers should adjust their mindset and set a goal for students who are bored with the school to achieve through their efforts, such as changing from talking in class to listening carefully. Classroom teachers need to devote more energy and time to dealing with the students' affairs in and out of class. The school should not only understand and delegate tasks to the classroom teacher but also support the classroom teacher's work practically. For example, the school should listen to the classroom teacher when dealing with students who have violated the rules, and make appropriate decisions based on the information provided by the classroom teacher. When giving tasks in various aspects of the school, be concise and clear, don't take up too much time for classroom teachers, and give more management rights to classroom teachers.

5.Improve the job satisfaction of middle school teachers with titles

The above data show that the job satisfaction of secondary teachers without titles is higher than that of secondary teachers with titles (including junior, intermediate and senior). Teachers with titles generally have longer working years and generally have more experience in teaching and research work, but more experience corresponds to more working hours, and various dissatisfaction situations inevitably occur. Therefore, in response to such a situation, different assessment methods should be adopted and hierarchical assessment should be conducted to stimulate teachers' work enthusiasm, which eventually makes teachers with titles feel the benefits of fair and open assessment and also makes job satisfaction improve.

6.Rational arrangement of teaching

Secondary vocational schools should treat all teachers equally, strengthen the humanization of management, and arrange lectures reasonably. The teaching arrangement of secondary vocational schools should be reasonable according to the number of teachers, age, title, number of students, and classes. Teachers should be treated fairly and equitably in terms of the amount of instruction and curriculum.

5.3 Recommendations

To improve job satisfaction and burnout of secondary vocational school teachers, the following aspects should be done in daily management to enhance

the understanding of the relationship between job satisfaction and burnout of secondary vocational school teachers and to manage it rationally.

1. Establish a sound school system and cultivate the core culture of the school.

The practicality of the system is also a concern in the construction of the system, which should be scientific and reasonable, adaptable to needs, and pragmatic and useful. Schools need to respect teachers' personal development to protect teachers' rights and interests, focus on hierarchy and differences, emphasize the different needs of individuals, highlight the subjectivity and motivation of individual teachers, and pay attention to the reasonable use of high-level talents. Schools need to create an atmosphere of harmonious interpersonal relationships conducive to teacher development, mutual coordination, and solidarity. A series of effective measures are needed to shape, nurture and develop the core culture of the school, run the school with core cultural concepts, strengthen school cohesion and enhance the overall satisfaction of school teachers with their work.

2. Pay attention to teacher training and improvement, and build a true learning organization.

Vocational schools should have a specific amount of funding for teacher workforce training each year so that the faculty training system is lifelong in nature and motivates teachers to participate in continuing education and training. At the same time, training within the school should be reasonably institutionalized. The

rationalization of the school's requirements is conveyed to vocational school teachers through training, rational institutional planning, and correct value orientation so that the philosophy of the teaching staff is unified with the school's philosophy in terms of culture, philosophy, and behavior.

The relevance of the training is also very important, and effective learning practices allow teachers to improve their teaching quickly. Teaching becomes professional when teachers put ordinary teaching into practice and make the theory more effective in practice. Therefore, teacher training should be focused and participatory.

3. Use the incentive effect to achieve the maximum use of teacher resources development.

The idea and behavior of motivation originate from the continuous practice of human beings. Efficient motivation can improve procrastination, can do more in a limited time, and can improve people's satisfaction and satisfaction. The best way to change teachers' satisfaction at work in secondary schools is effective motivation. Effective motivation can develop teachers' potential and can make secondary teachers discover their self-worth, which can improve satisfaction in their work.

4. Pay attention to the physical and mental health of middle school teachers

First of all, regular psychological training seminars should be held to help secondary teachers understand and pay attention to burnout. At the school level, the management should regularly conduct extensive physical and mental health

training for all teachers in the school, so that secondary teachers can face up to their working condition and psychological state, understand burnout correctly and get out of the haze of negative emotions as soon as possible, so as not to affect their physical and mental health. Secondly, establish and improve the management system of the psychological consultation room. The system of the counseling room should be supplemented with the content of teachers, and the relevant departments of the school should be aware of prevention before it happens and strengthen the care and love for the teachers' group. It is recommended that a school-wide psychological survey of teachers be conducted once a school year or once a semester, so that teachers' psychological development and working conditions can be noted and understood, and that psychological care activities can be carried out according to the general situation of teachers so that individual teachers will not be depressed for too long and develop serious emotional exhaustion problems and mental illnesses. In addition, we should pay attention to individual psychological needs, and schools should give special care and attention to improve the happiness and sense of belonging of secondary school teachers, so that secondary school teachers can be energetic, physically and mentally healthy, and actively put into their work every day, and stay away from burnout.

5. Giving secondary teachers more care and love

The survey results show that most secondary teachers have difficulty in balancing work and family, especially those who have children and are also

classroom teachers, and they generally have a high degree of emotional exhaustion. School functions should give full play to their role to care for and love teachers. For example, school unions should organize more colleague exchange activities, and actively plan various cultural and sports activities to regulate the body and mind because of the burnout of middle school teachers due to the high management pressure and teaching difficulty. In addition, schools with conditions can also establish gyms, yoga rooms, and other places for teachers to relax and exercise after work, and in the process of exercise strengthen the relationship between colleagues. As the school's women's association, we should provide appropriate care and greetings to teachers during pregnancy and childbirth. As school leaders, they should reach out to the masses, communicate and interact more with teachers, understand their needs, and listen to the opinions of grassroots teachers to form good collegial relationships so that teachers can feel cared for by the school and enhance their sense of well-being and belonging.

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