

Analysis of Causes and Strategies of Teachers' Burnout in Middle Schools

Nan Li

Xi'an Medical University
Xi'an, China 710021

Abstract—The issue of teachers' burnout has become one of the common concerns for educational researchers all over the world. Related researches indicate that mental health among school teachers is relative low compared to other career groups. Teachers' burnout has high influences on teachers' mental health. This thesis attempts to take a systematic approach to study the issue from four different aspects, namely workload burdens, student issues, social values and living conditions. Relative coping strategies are to be found at the end of this research.

Keywords—teachers' burnout; causes; strategies

I. INTRODUCTION

Occupational burnout is fairly common among elementary and secondary school teachers. Such social problem has been investigated in foreign countries for long. Many of these researches suggest that more teachers grievously suffered psychological problems compared with other occupations. Among the factors significantly affecting teachers' physical and mental health, occupational burnout slows teachers' career progression, hinders their teaching, stunts students' health growth, and prevents them from forming a good character. The teacher is reputed to the "most shining profession under the sun", but why do teachers end up growing weary of the most shining profession? How to address this paradox? This problem is to be studied in the following aspects.

II. ANALYSIS OF CAUSES OF TEACHERS' BURNOUT IN MIDDLE SCHOOLS

According to author's investigation, it is found that teachers' burnout is not the response for a particular event which happened at a specific time in a specific place but entirely due to the long-term pressure. The reasons of teachers' burnout are manifold. In this paper, the author wants to analyze the main factors several aspects as follows: teaching profession, workload, relationship with students and social expectations, etc.

A. Extra Workload Burdens and Keen Competition of Career Pressure

It is common knowledge that teachers' workload burdens are heavy. According to author's years of learning experience and related researches, there are 30% or more teachers whose

working hours is more than 10 hours a day. Especially the teachers of graduating class, it seemed that their working time is much longer than others. Taking the teacher who is in charge of a class as an example, they usually get up at 6:00 in the morning, and cannot leave school until 10:00 even 11:00 when students finish their individual study in the evening. According to present situation, the problem of large class size teaching exists among most schools in cities and towns in China, in particular in good schools. Students usually prefer better schools, and this leads to the hundred-size class in those schools, even in ordinary schools there is the class which contains 70 or more students. It virtually adds to teachers working tasks, while the sense of mission makes them have to teach well, only this can account for parents and schools. For achieving this goal, they have to work harder. With the sharper increase of competition, the pressure of students entering schools of a higher grade of education is growing heavier and heavier, especially under current system of education. This proportion is becoming an essential index for evaluating teachers, and also becoming the heavy burden of teachers. What's more, in pace with people's great attention to education and educational background, parents place high hopes on teachers. Educational department and the headmasters want to get good teaching quality and high-level grade from teachers through all kinds of ways in order to raise the proportion of students entering schools of a higher grade. As a result, a lot of classes for supplementary schooling come in a continuous stream, it is even worse to the teachers of graduating classes, and they have to give lessons after work, no matter on weekends or in summer and winter vacation, even the legal holidays. These schools completely disregard that teachers are the same person as others, and they also need to have a rest! Now the principal contradiction is that good higher educational resource is limited and everyone wants to get into it. Parents sometimes lose contact with their children's reality and place high hopes on them, thereby they bring more pressure to teachers. Certainly, it's the common thoughts that parents always hope their children will have a bright future, could it be said that teachers should take all the responsibilities? As long as they take children to schools, they hold the idea that teachers should be responsible for all. How pitiable the teachers are! Limited right, limitless liability? Parents blamed teachers for children's bad school records, headmasters blamed teachers for the low proportion of students entering higher grade, why do the teachers bear these sufferings? And who cares teachers' feelings?

Teacher Burnout Analysis And Action Series

**Manuel Riemer, Stephanie M.
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