

## A Study on the Causes and Intervention of Job Burnout of Young Teachers in Chinese Vocational Colleges

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### *Abstract*

During the course of the study, the researcher identifies the numerous elements that contribute to job burnout among young teachers in higher vocational institutions in Guangxi and proposes intervention strategies for focused improvement. The author utilizes policy tools to examine the consequences of my nation's education policies and make references to constructive recommendations on human capital management in high vocational colleges. As research objects, ten institutions of higher vocational education are selected. Then, distribute the questionnaires according to the ratio of young teachers in each school to the total number of young instructors in these 10 vocational schools. 350 educators were chosen at random for this study. Statistically, the Total Effect of Transactional Psychological Capital (Personal Factors) on Professional Values (.594) is bigger than the Effect of Cognitive Social Capital (.593). (School Factor). In addition, Perceptual behavior control has an effect (0.394) on Professional values. Statistically, the Total Effect of Perceptual Behavior Control on Burnout (0.614) is larger than Interpersonal Psychological Capital (Personal factors). It should also be explored how demographic and environmental factors influence Transactional psychological capital, Cognitive social capital, Perceptual behavior control, Interpersonal psychological capital, Professional values, and Burnout.

Keyword: Vocational Colleges, Cognitive social capital, Professional values, Burnout.

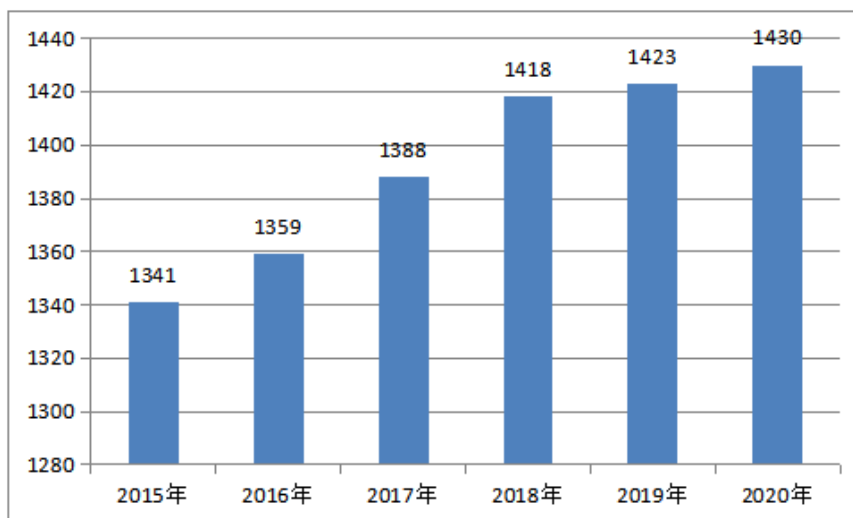
### **Introduction**

Higher vocational education is an important component of China's higher education, including higher vocational college education, higher

vocational undergraduate education, and, in the future, graduate-level vocational education, as an important type of higher education development. Forty years later, in 1980, the state officially recognized the academic credentials of higher vocational education, and higher vocational education has expanded rapidly across the nation. Since the implementation of the "Decision of the State Council on Accelerating the Development of Modern Vocational Education" in May 2014, the majority of vocational colleges have gradually adapted to development needs, integrated production and education, and linked secondary and higher vocational education. A major manifestation of China's educational characteristics is the strengthening of the link between general and vocational education. As a significant component of China's higher education, higher vocational education occupies a prominent place in the national talent training system and serves as a crucial link in China's vocational education (Wang & Li, 2022). Frontline production, construction, and service management personnel with a high level of expertise. In China, the number of higher vocational colleges has increased in recent years. According to the National Statistical Bulletin on Educational Development, China had 1,341 higher vocational colleges in 2015 (Ban Lanmei. 2016; Avey JB , Patera JL , West BJ, 2012) .

. In 2019, there were 1,423 colleges of higher vocational education in China. China will have more higher vocational colleges by the end of the year 2020. The total reached 1,430, an increase of seven from the previous year and a growth rate of 0.49 percent. In 2015, there were 63.36 million students enrolled in China's higher vocational colleges. The gross enrollment rate of higher education in China is 51.6% in 2019, with 77.76 million students enrolled in China's vocational colleges.

**Figure 1. Changes in the number of higher vocational (technical) colleges and universities in China from 2015 to 2020**



Data source: "National Statistical Bulletin on Educational Development"

Jiangsu Province has the biggest number of higher vocational colleges, with 90; Guangdong and Henan are second and third, with 87 and 84 colleges (Avolio, BJ, Gardner, WL, Walumbwa, 2004), respectively; the overall number of higher vocational institutions exceeds 70 Huang Sheng, Cao Jing, Zhu Zhuohong. ( 2016 ); Huang Xianzheng, Zhang Peng. (2018).

Shandong, Anhui, and Hunan have 77, 74, and 73 colleges, respectively; in contrast, Beijing and Shanghai, which have highly competitive colleges and universities, have a limited number of higher vocational colleges, each with only 25. The number of provinces and cities other than Hainan (12), Ningxia (11), Qinghai (8), and Tibet (3) ranges between 27 and 60 Cai Xiaolun (2019). In terms of industry and subject kinds, there are more than 550 scientific and engineering colleges, representing 38.9% of all higher vocational colleges Gao Yanyun, Chen Yiwen, Wang Yong, et al. ( 2019 ) .

Goldsmith A .H. , Darity W, Veum J R. (1998). Hou Yanfei, Zhang Xiaoyuan. ( 2017 ). comprehensive and finance colleges come in second and third, respectively. There are 325 and 121 schools, which account for 22.9% and 8.5% of the population, respectively (Chen Jingying, 2021; Chen Yongjin. 2019); the number of higher vocational colleges in medicine, teacher training, art, agriculture and forestry is 90, 80, 56, and 51, respectively; the number of higher vocational colleges for sports and ethnic groups is relatively small, with a total of 70 (Barry Farber 1984). Among undergraduate colleges and universities, science and engineering and comprehensive colleges also make up a sizable number, reflecting one of the trends in the growth of Chinese institution kinds (Clarke, Goetz 1996). Freudenberger. Hr. J. (1974). Based on the educational level of the institutions, the following are the results of the Cole K. (2006).

" GDI Higher Vocational College (Educational Competitiveness) TOP 100 List (2020) " announced by the research team of the " GDI Higher Vocational College Rankings " By the end of the year 2020, China's higher education vocational schools will have launched more than 1,300 majors, encompassing all sectors of the national economy, with more than 100,000 majors, and annually teaching around 10 million high-quality technical and technical talents. In domains such as contemporary manufacturing, strategic developing industries, and modern service industries, more than 70 percent of new front-line personnel are vocational college graduates, and the societal recognition of vocational education has expanded substantially. Existing research indicates that teacher burnout is highly associated with job satisfaction, absenteeism, intention to leave the profession, mental health, hypertension, and even cardiovascular disease. The problem of job burnout has severely impacted the personal growth and physical and mental health of

educators 36.1% (Wang Zhe, Liu Yuhua, 2021; Dagenais RJ, Steffy BE, Enz BJ. (2000); DANG Yanan, WEI Xuhao. (2020); Dudasova L, Prochazka J, Vaculik M, et al. (2021)) of young professors in Chinese higher vocational institutions suffer from job burnout, according to relevant study Wang Zhe, Liu Yuhua, 2021). This data is far greater than that of traditional undergraduate institutions, and the issue of job burnout among young teachers in vocational colleges is especially prevalent among the faculty of colleges and universities as a whole (Wang Zhe, Liu Yuhua, 2021).

There are tentative intervention research on job burnout in management, psychology, and medicine at present. Therefore, it is vital to examine job burnout intervention from a psychological and public policy standpoint Fessler R, Burke PJ, Christensen J, et al. (1984). The academic community rarely mixes psychological capital, cognitive social capital, perceived behavioral control, and professional ideals into the same paradigm, leaving this study without guidance. He focused largely on the impact of psychological capital and human capital on income levels, stating that psychological capital comprises a person's self-awareness and is vital for work attitudes, ethical values, and life attitudes (Goldsmith A.H., Darity W., & Veum JR., 2005). In his 2007 publication, Luthans altered psychological capital further. Psychological capital is a positive psychological condition demonstrated by individuals during the growth and development process, most notably manifested in (1) the face of adversity, (2) the pursuit of excellence, and (3) the ability for self-reflection Huberman F M. (1989); Jensen SM (2013). Confidence and the ability to exert the necessary effort to achieve success (self-efficacy); (2) Positive attributions to current and future success (optimism); (3) Persistence toward goals, in order to achieve success, adjust the way or approach to achieve the goal (hope); (4) when confronted with adversity or be troubled by difficulties, the ability to persevere, recover quickly, and complete transcendence to achieve success (resilience) (Luthans et al.) As stated previously, the majority of psychological capital research is conducted abroad, and the concept is defined differently by different scholars based on their academic backgrounds; however, the essence of psychological capital, which is distinct from physical capital and human capital, has not changed. In fact, he views psychological capital as a collection of many standards that correspond to positive organizational behavior, and he systematically and exhaustively summarizes the characteristics of psychological capital in order to differentiate it from other factors within the field of positive psychology Judge, TA, Bono, JE (2001); Kang Chaoqun, Yang Qing. (2019); Katz EH(1992). Receptivity of home economics teachers in New York State to the Home and Career Skills curriculum New York University.

### Social Capital

In 1986, he introduced the concept of "social capital" to the field of sociological research by defining it as "the actual or potential collection of resources related to a persistent network of tacit or recognized relationships, and these relationships are more or less institutionalized". During the same era, sociologist Ke Jianglin, Sun Jianmin, Shi Jintao, et al. (2010) first elaborated social capital as an important economic sociology theory and defined it as a sort of organizational members' action potential for collective advantage. Pierre Ke Jianglin, Sun Jianmin. (2014); Ke Jianglin, Sun Jianmin. (2014) defined social capital as network members' interests and resources.

defined social capital as the norms and values ingrained and held by the people, emphasizing that it is the result of the collective and social contract relationship, which is based on the fact that the people share mutually accepted and similar values. This definition emphasizes a relational structure established by human interaction, as well as the purpose and non-transferability of social capital establishment, i.e., individuals establish and sustain interpersonal links within the social structure on purpose. According to Letcher L., Niehoff B. (2004), social capital is based on a specific social relationship, with a specific culture as the internal code of conduct, for the common benefits of a particular group or organization, and a social relationship network established via interpersonal interaction (Letcher, L., Niehoff, B.(2004) believed that "social capital" refers to the capacity of two or more persons or organizations to acquire resources through a network of social relationships established through reciprocal connection and engagement. The third component is the cognitive dimension, which refers to the resources that provide a shared understanding of expressions, interpretations, and meaning systems among several subjects, such as language, symbols, and cultural customs, as well as tacit knowledge in organizations. Social capital refers to the organizational structure, mutual links, and beliefs that are distinct from physical capital and human capital, with norms, trust, and networking at its core, and which have a quantitative and qualitative impact on social interaction. According to Letcher, L., Niehoff, B. (2004), the cognitive dimension of social capital is a resource comprised of the interpretation and comprehension coming from communication between two people utilizing a shared language and coding. This establishes that job burnout must be kept within a tolerable range, and that the individual must manage perceived behavior in order to maintain a moderate drive level, hence promoting more positive behaviors. In light of this, this research identifies the primary determinants of psychological capital, cognitive social capital, and perceived behavioral control. In the process of these three contributing elements determining job burnout, teachers' professional values and self-efficacy play a mediating role. This paper constructs a theoretical framework based on the TPB model Leonperez

JM, Antino M, Leonrubio JM, et al. (2017) where interpersonal psychological capital and transactional psychological capital belong to the attitude factors of the TPB model, cognitive social capital belongs to the subjective normative factors of the model, and perceived behavioral control completes the model. Three independent variables influence the behavior of educators through their professional ideals. Based on the aforementioned theories and hypotheses, the following study framework and research plan are proposed:

H1: Transactional psychological capital (Personal factors) has a statistical positive significant relationship with Professional values

H2: Interpersonal psychological capital (Personal factors) has a statistical positive significant relationship with Burnout

H3: Interpersonal psychological capital (Personal factors) has a statistical positive significant relationship with Professional values

H4: Cognitive social capital (School Factor) has a statistical positive significant relationship with Professional values

#### Perceived Behavioral Control

Individual perceived behavioral control is derived from the theory of planned behavior, which claims that intention is the best predictor of conduct and that intentionality depends on three factors: attitude toward behavior, subjective standards, and perceived behavioral control (Wang Yanfei, Zhu Yu. (2007); Wang Zhe, Liu Yuhan. (2020)).

Wen Qian. (2021). Here, "perceived behavioral control" is defined as an individual's perception of how easy it is to engage in a certain behavior (Wu Yujun, Yang Shaoxiang. (2022) which evaluates a person's self-control ability in terms of behavioral performance (Xie Heyu, Guo Zhonghui, Lu Chen. (2016)). Two sub-dimensions comprise perceived behavioral control: self-efficacy and controllability. Self-efficacy can be defined as a person's confidence when doing a specific behavior (Xie Ying. (2013)), controllability is a person's confidence in a judgment regarding the availability of resources and opportunities necessary to execute the behavior (Xu Xueping. (2018)). This paper focuses primarily on the influence of perceived behavioral control on job burnout among young teachers at higher vocational colleges; hence, perceived behavioral control highlights the individual's psychological sense of work conduct. Wang Lu. (2016) devised five questions to assess self-efficacy and controllability, among others: If I so desired, I could do controlling behaviors with ease. (Wang Ming. (2015)) Existing research has demonstrated that the perceived behavioral control scale utilized in this work is reliable (original scale = 0.826). In much of the existing work, it is often held that perceived behavioral control is a crucial decision-making link for predicting the direction of individual action (Yao Pei, Li Entian, Pan Wenqun. (2015)). Intention is the best predictor of conduct,

according to the theory of planned behavior, and intentionality is influenced by three factors: attitude toward activity, subjective norms, and individual beliefs of behavioral control. Individuals with more favorable attitudes, positive subjective norms, and strong perceived behavioral control are more likely to engage in stated activities, which are immediate predecessors to real actions (Yao Pei, Sun Yutao, etc. (2015). Among these, perceived behavior control is commonly utilized to predict the intention of several activities, such as consumer behavior and prosocial conduct (Luthans F, Avolio BJ, Walumbwa FO, and Li W. (2005).

H5: Perceptual behavior control has a statistical positive significant relationship with Professional values

H6: Perceptual behavior control has a statistical positive significant relationship with Burnout

#### Professional Values

It is a belief system of generalization and motivation; it is the embodiment of the individual's general ideals in professional life; it impacts not only people's job choice propensity, but also their work attitude; it is the individual's long-term social changes. In this study, the author applies the definitions of Luthans F, Luthans KW, Luthans BC (2004) and concludes that teachers' professional values are the relatively stable, generalized, and dynamic beliefs that teachers hold about their profession, professional behavior, and work results; they guide the professional life and emotions of primary and secondary school teachers and are closely related to job satisfaction (Luthans, F., Norman, S, M., Avolio, BJ, & Avey, JB (2008). Different researchers describe the structure of professional values based on the satisfaction of the individual's subjective needs and the profession's objective circumstances. This study investigates the ideas of Luthans, K Wand Jensen, S M.(2005) about the construction of professional values, as well as the perspectives and attitudes of normal students toward the teaching profession in terms of prestige status, self-development, and health care aspects.

H7: Professional values has a statistical positive significant relationship with Burnout

#### Self-Efficacy

Students with superior learning capacities have greater workplace confidence and likely to develop better employability skills, whereas those with low self-awareness are less employable. Luthans, K Wand Jensen, S M.(2005) defined self-efficacy as the idea that a person is capable of performing a particular activity. Self-efficacy is, in general, an individual's capacity to effectively apply it. Self-efficacy generally relates to the expectation of performance outcomes prior to engaging in a

behavior. Self-assurance is a general characteristic of a person. Teachers' self-efficacy is divided into two aspects based on their influence over reinforcement: general teacher efficacy and personal teaching efficacy. Later, Walumbwa, FO, Avolio, BJ, & Hartnell, CA (2010).

combined studies on teachers' self-efficacy with Bandura's self-efficacy theory and divided instructors' self-efficacy into two dimensions: "personal teaching efficacy" and "generic teaching efficacy." (Wang Bin, Gong Leijie, Zhu Xingen. (2020). Teacher self-efficacy refers, in a nutshell, to "the perspective or notion that teachers have the ability to influence students and enable them to have a positive impact on learning and get high grades." According to the preceding description, self-efficacy is a subjective emotion and assessment. The scale consists of 20 test questions that can be used to conduct an initial evaluation of a person's self-efficacy. The examination consists of six questions and is divided into two dimensions: "general self-efficacy" and "social self-efficacy." Some studies have also updated these original scales by combining the characteristics of the education sector with the actual conditions of students in order to develop a self-efficacy scale for students (Tian Xizhou, Xie Jinyu. ( 2010) .

Based on the theoretical foundation, provide a theoretical framework. The results of a literature review indicate that job burnout is influenced by various factors, with instructors' individual factors having the most influence. According to the notion of positive psychology, if instructors have a positive psychology during the teaching process, they are less likely to experience negative feelings such as job burnout; furthermore, their cognition will influence their conduct.

H8: Self-efficacy has a statistical positive significant mediating relationship between Professional values and Burnout

H9: Self-efficacy has a statistical positive significant mediating relationship Perceptual behavior control and Burnout

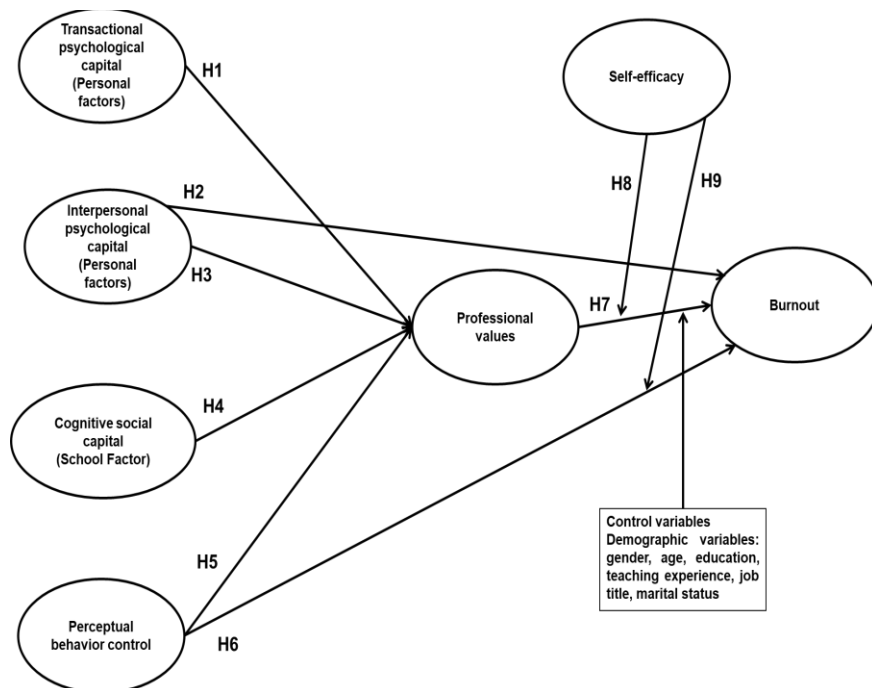
#### Job Burnout

Tian Xizhou, Xie Jinyu. ( 20 10) examined the performance of job burnout, that is, the loss of work excitement; employees' work performance cannot meet the company's expectations, resulting in negative emotions such as guilt and frustration, which affect the work environment. Physical inadequacy, mental inadequacy, and emotional inequity are the primary manifestations of employee burnout, according to Luthans F , Youssef CM , Avolio BJ ( 2017 );Song Zhiying, Fan Ligang.( 2020 ) believes that job burnout is caused by a number of factors, including excessive work tasks, tight working hours, and the incapacity of employees to effectively express their negative emotions. Luthans F , Avolio BJ , Avey JB , et al. (2007) provides a conceptual model of cognitive burnout based on her opinion that job burnout is affected by both person and job variables. According to Maslach & Co., job burnout



is defined variously in numerous research disciplines, and there is currently no unified definition. Jackson's definition of job burnout is the most widely employed. The performance characteristics of job burnout are that the individual feels physically and mentally exhausted, lacks vigor for life and work, intentionally distances himself from others, treats others indifferently, lacks enthusiasm for treatment, does not feel joyful upon completion of work, and has a low sense of accomplishment (Liao J , Bai R , Luo C . (2019). Higher vocational burnout is measured similarly to job burnout (Wang & Li, 2022). The academic community has not traditionally acknowledged that professors feel burnout. The majority of academics in China and internationally collect data on the job burnout of higher vocational teachers using Maslach's job burnout instrument. drowsiness, depersonalization, and less personal the combination of the three aspects of achievement and occupational qualities, as well as their expansion, are the key causes of job burnout among higher vocational teachers. The Maslach Burnout Inventory (MBI) is one of the most popular and well-known measuring tools Li Min. (2013).

**Figure 2. Conceptual Model**



## Method

The subject of this questionnaire study are young teachers at higher vocational institutes in Guangxi. Due to the large number of higher vocational colleges in Guangxi and the large number of young teachers

in each higher vocational college, and based on the young teachers of higher vocational colleges in Guangxi, it can be concluded that there are a large number of young teachers in each higher vocational college. In descending order based on the proportion of each school, 10 institutions of higher vocational education are chosen as research objects. Then, distribute the questionnaires based on the ratio of the number of young teachers in each school to the overall number of young instructors in these 10 vocational schools. Each of the 10 selected higher vocational colleges has a person in charge (since the researcher himself works in a higher vocational college, each school can directly or indirectly find a person in charge), and each person in charge is responsible for completing the number of questionnaires corresponding to the number of schools.

#### Measurement Dimensions

**Table 1. Main Dimensions Measured by the Scale**

variable	question item	source
<b>Burnout</b>	1. I feel exhausted at work	Mahler Poetry (1998)
	2. I feel exhausted when I leave work	
	3. When I wake up in the morning and think I have to face another day of work, I feel tired	
	4. Work makes me feel like I'm about to collapse	
	5. I treat students and colleagues as objects without emotion	
	6. I feel a lot of pressure dealing with students and colleagues	
<b>psychological capital</b>	1. I like to keep setting higher goals for myself	Luthans (2004)
	2. I am an ambitious person	
	3. I think about how to do my job better every day	
	4. I hope to be able to take on challenging tasks	
	5. My friends say I am an ambitious person	
	6. I am a person who will never give up until the end	
<b>cognitive social</b>	1. I will overcome personal difficulties and	

<b>capital</b>	complete collective tasks	
	2. I will actively participate in cultural and sports activities organized by the collective	
	3. For local development, I will do my part	
	4. For the sake of the country, I am willing to sacrifice my personal interests	
	5. If a relative is short of money, I will lend him money	
	6. If my neighbor asks for me in life, I will never refuse	
<b>perceived behavioral control</b>	1. My family's economic conditions allow me to work	Smith and McSweeney (2007)
	2. I think the current way of working is convenient for me	
	3. I think it is easy for me to find a job channel	
	4. If I want to work, I can do it without worry	
	5. I believe that I will be able to work in the future	
	6. How much ability do you think you have to carry out work in the future?	
<b>professional values</b>	1. High income	Ling Wenqian (1998)
	2. Good welfare	
	3. Career stability	
	4. Can provide opportunities for further education	
	5. Have the opportunity to go abroad	
	6. Have a high social status	
<b>self-efficacy</b>	1. I can always solve problems if I try my best.	Zhang Jianxin and Schwarzer (2005)
	2. Even if others are against me, I still have the means to get what I want.	
	3. It is easy for me to stick to my ideals and achieve my goals.	

	4. I am confident that I can effectively cope with any unexpected situation.	
	5. With my intelligence, I will be able to cope with unexpected situations.	
	6. I can solve most difficult problems if I put in the necessary effort.	

This investigation includes a sample of 350 young teachers from Chinese vocational colleges. The sample was obtained from Chinese vocational institutions in China. Teachers in a vocational college include the responsibilities of lecturer, instructor, and teacher assistant. SPSS 26.0 was used for demographic and association analysis in the processing of the data for this investigation.

**Table 2. Test of Model Fitness for Confirmatory Factor Analysis of this Study's Model**

Goodness of fit statistics	Levels	Statistics
Chi-square		52.654
Probability level (p)	>0.05	.000
X <sup>2</sup> /df	<5.00	2.475
RMSEA	<0.08	.071
RMR	<0.05	.036
GFI	≥0.9	.923
Comparative Fit Index (CFI)	≥0.9	.969

**Table 3. Total Effects of Standardized Modified Structural Equation Modeling**

		Professional values			Burnout		
Variables		Direct	Indirect	Total	Direct	Indirect	Total
Transactional psychological capital (Personal factors)	capital	.594	-	.594	-	.279	.279
Interpersonal psychological capital (Personal factors)	capital	.328	-	.328	.307	.189	.496
Cognitive social capital (School Factor)		.441	-	.441	-	.138	.138
Perceptual control	behavior	.394	-	.394	.401	.213	.614
Professional values		-	-	-	.348	-	.348
Self-efficacy		-	-	-	.329	-	.329

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**\*\***. significant at the 0.01 level (2-tailed).

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According to Table 3, the Total Effect of Transactional psychological capital (Personal factors) on Professional values (.594) is statistically greater than the Cognitive social capital (School Factor). After that, the Cognitive social capital (School Factor) has a clear overall effect (.441) on Professional values. In addition, Perceptual behavior control have an overall impact (.394) on the Professional values. The Total Effect of Perceptual behavior control on Burnout (.614) is statistically greater than the Interpersonal psychological capital (Personal factors). After that, the Interpersonal psychological capital (Personal factors) has a clear overall effect (.496) on Burnout. In addition, Professional values have an overall impact (.348) on Burnout.

**Table 4. Structural Model Test Results**

Hypothesized Relationships	Standardized Estimates	t-values	Hypothesis Supported
H1: Transactional psychological capital (Personal factors) has a statistical positive significant relationship with Professional values	.592	11.83	Supported
H2: Interpersonal psychological capital (Personal factors) has a statistical positive significant relationship with Burnout	.219	4.76	Supported
H3: Interpersonal psychological capital (Personal factors) has a statistical positive significant relationship with Professional values	.504	11.79	Supported
H4: Cognitive social capital (School Factor) has a statistical positive significant relationship with Professional values	.582	6.16	Supported
H5: Perceptual behavior control has a statistical positive significant relationship with Professional values	.501	2.83	Supported
H6: Perceptual behavior control has a statistical positive significant relationship with Burnout	.225	3.26	Supported
H7: Professional values has a statistical positive significant relationship with Burnout	.518	2.89	Supported
H8: Self-efficacy has a statistical positive significant mediating relationship between Professional values and Burnout	.534	3.26	Supported
H9: Self-efficacy has a statistical positive significant mediating relationship Perceptual behavior control and Burnout	.517	2.91	Supported

Model Fit Statistics:

$\chi^2 = 234.34$ ,  $df = 128$ ,  $p < .001$ , CFI = .99, IFI = .99, RMSEA = .04

## **Conclusion**

The findings of this study reveal that personal characteristics, specifically Transactional psychological capital and Interpersonal psychological capital, play a substantial impact in developing both Professional values and Burnout. Overall, Transactional psychological capital has the biggest influence on Professional values, whereas Perceptual behavior control has the highest influence on Burnout. Nonetheless, it is essential to recognize that both Cognitive social capital and Professional values have a substantial influence on the outcome measures.

The links between psychological capital, professional values, and burnout continue to be the subject of an increasing corpus of research. Individuals with higher levels of Transactional psychological capital and Interpersonal psychological capital may be more resilient to stress and more likely to preserve their professional ideals, according to the findings. Conversely, those with higher levels of Perceptual Behavior Control may be less likely to develop burnout.

In addition, the results emphasize the significance of addressing both personal and school aspects while analyzing the elements that determine Professional values and Burnout. Despite the fact that personal factors appear to have a bigger impact overall, school issues should not be overlooked. The influence of cognitive social capital on professional values shows that educational institutions may play a role in establishing positive professional values among their students.

In light of these findings, it may be advantageous for individuals and organizations to invest in programs and efforts designed to increase Transactional psychological capital, Interpersonal psychological capital, and decrease Perceptual behavior control. This may include training programs, opportunities for mentorship, and assistance for stress management and self-care activities. By doing so, we may be able to enhance professional values and decrease the likelihood of burnout among individuals.

## **Discussion and Managerial Implications**

According to the findings of this study, personal and educational characteristics play a significant effect in shaping both Professional values and Burnout. Transactional psychological capital, cognitive social capital, perceptual behavior control, interpersonal psychological capital, and professional values are interconnected and mutually influential.

Previous research is supported by the result that Transactional psychological capital has the greatest effect on Professional values (MD Larson. (2004) Zhang Fengli . (20 20) .

Zhou Lijuan, Chen Xin. ( 2017 ).

Transactional psychological capital, which consists of optimism, hope, resiliency, and self-efficacy, can contribute to a more optimistic view and a higher sense of control, so assisting individuals in maintaining their professional values (Snyder CR . (1995) ).

The fact that the management of perceptual behavior has the largest effect on Burnout is also consistent with earlier research (Newman IM , Mohr P , Badger B , et al. (1984).

Perceptual behavior control is the extent to which individuals believe they have control over their conduct and the results of their actions (Ou Xiaoxia , Dong Chuanhai, Yuan Li . ( 2017 ) . Those with greater Perceptual Behavior Control may be better able to manage stress and avoid burnout (Ou Xiaoxia , Dong Chuanhai, Yuan Li . ( 2017 ) .

Cognitive social capital has a demonstrable effect on Professional values, which shows that educational institutions may play a role in establishing positive professional values among students. This may involve fostering a friendly and inclusive learning environment, fostering healthy connections between students and teachers, and providing students with opportunity to develop their professional values. The result that interpersonal psychological capital has a clear effect on burnout confirms prior studies highlighting the significance of social support in lowering stress and preventing burnout (Mao Jinping, Xie Ying. ( 20 13) . Those with greater interpersonal psychological capital, which includes social support, may be better suited to manage stress and avoid burnout (Mao Jinping, Xie Ying. ( 20 13) . In light of these findings, it is crucial for companies and individuals to invest in programs and initiatives that aim to increase Transactional psychological capital, Cognitive social capital, Interpersonal psychological capital, and decrease Perceptual behavior control. This may include training programs, opportunities for mentorship, and assistance for stress management and self-care activities. By doing so, we may be able to enhance professional values and decrease the likelihood of burnout among individuals.

This study concludes by highlighting the intricate connections between personal and school circumstances, professional values, and burnout. By comprehending these connections, organizations and people can take measures to encourage positive results and prevent undesirable ones.

### **Recommendation**

There are numerous recommendations for future research based on the findings of this study. First, it would be useful to assess the development of Transactional psychological capital, Cognitive social capital, Perceptual behavior control, Interpersonal psychological capital, Professional values, and Burnout over time through a longitudinal study.

This would result in a greater comprehension of the causal links between these factors and the direction of their effects.

The function of demographic and environmental variables in shaping Transactional psychological capital, Cognitive social capital, Perceptual behavior control, Interpersonal psychological capital, Professional values, and Burnout should also be investigated. It would be fascinating, for instance, to explore the effect of gender, ethnicity, and cultural background on these variables.

Thirdly, it would be beneficial to investigate the efficacy of therapies designed to boost Transactional psychological capital, Cognitive social capital, Interpersonal psychological capital, and decrease Perceptual behavior control. This may involve the review of training programs, chances for mentorship, and assistance for stress management and self-care activities.

To determine whether the relationships between Transactional psychological capital, Cognitive social capital, Perceptual behavior control, Interpersonal psychological capital, Professional values, and Burnout are consistent across different contexts, it would be beneficial to extend this study to different populations, such as professionals in different industries and individuals from various countries.

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