Intervention Study On Job Burnout Of Primary School Music Teachers Based On Workload

Pingping Li[1] , Kovit Kantasiri[2]

[1]Ph.D, Candidate, Arts Performance Communication, School of Liberal Arts, Shinawatra University , Email: pingpingli2023@126.com

[2]Ph.D, Kovit Kantasiri, School of Liberal Arts, Shinawatra University Email: kovit.k@siu.ac.th

Abstract:

On the perspective of teacher job burnout, this study takes the intervention pathway for primary school music teacher burnout as the research object. Based on the excavation, collection, organization, reading, and analysis of literature, combined with relevant theories of psychology and education, using methods such as literature review, questionnaire survey, analysis, and data statistics, the paper studies the impact and effectiveness of workload on the job burnout of primary school music teachers.

Keywords: Primary school music teacher, job burnout, intervention, workload.

Introduction

As instructors to spread human culture and knowledge, the teachers carry too many responsibilities and expectations from society and families. Over time, stress has had a detrimental impact on the physical and mental health of teachers (Goddard & Goddard, 2006). Many teachers have left the education field due to isolation, setbacks, and low income, even some of the effective and outstanding teachers. Data shows that compared to other occupations, new teachers have a higher turnover rate than the average annual turnover rate due to poor working conditions (Ingersoll & Smith, 2003). In South Australia, teacher's stress level is considered a terrifying fact that has a significant impact on the education system (Munt, 2004). In Spain, research has predicted burnout, and individual personality may transmit job fatigue to

teachers (Cano Garcia et al., 2005). In the Netherlands, Evers et al. (2002) found that an increase in personality disintegration and emotional exhaustion is associated with teachers' shift towards a new and innovative education system. In the United States, Bruno (1983) found that low morale teachers in urban areas lead to a corresponding reduction of educational workers. All of these have put the reduction of educational workers at a critical level, and it is important to pay attention to the teacher burnout. In fact, Chinese teachers also face the same problem. Job burnout, like a sudden virus affecting the group. It has become a hidden killer of teachers' physical and mental health.

Teachers is a high-risk group close to psychological exhaustion, said China Education News in 2004. Teachers in work is like to attack on all sides and be attacked on all sides. As an ancient poem says, (the teachers) gather a hundred flowers and turn them into honey, but for whom do you work hard and for whom are you busy?

The Occupational Stress and Mental Health survey of nearly 9000 Chinese teachers jointly launched by Renmin University of China and Sina in 2005 showed that 86% teachers had mild occupational fatigue, 58.5% moderate fatigue, and 29% relatively severe fatigue.

…

A survey by Jinyang News Express in 2010 of teachers in 52 public primary and secondary schools and 9 local colleges and universities of 12 districts (county-level city) in Guangzhou showed that 90% of teachers had a sense of professional fatigue.

A report titled "Jilin University Launches an Academic Vacation System to Alleviate Job burnout" published by Xinhua News Agency in 2012.

Fujian Daily successively reported "Teacher burnout, class can be over" and "The Education Department has issued new regulations on treating job burnout" in March 2014, paying attention to and responding to the issue of teacher burnout.

According to Hobfill's (1989) theory of resource conservation, workload is a potential threat to personal resources. When an individual predicts a threat such as burnout, their main strategy is to use coping resources to avoid losses. Workload is inevitable in the workplace, for which the researchers also defined some coping resources that can weaken the negative impact of job burnout, including job control, social support (support from colleagues and supervisors) and self-efficacy, which plays a central role in understanding the relationship between burnout and mental illness or mental health.

Literature review

Maslach & Leiter (1997) argued that burnout is a systematic disconnect between a true self and their job expectations, opposing their actual discovery of the reality they have experienced. Burnout is an indicator of the mismatch between what people are and what they want to do. It reflects the erosion of values, dignity, and spirit, and will erode the human soul.

Maslach & Goldberg (1998) believed that the main feature of burnout is overwhelming exhaustion: feeling depressed, angry and cynicism, as well as ineffectiveness and failure.

Maslaeh, Schaufeli, and Leiter (2001) proposed the theory of job engagement and the construction of job engagement as the opposite of burnout. When compared to the three main dimensions of burnout (emotional exhaustion, personality breakdown, and low personal achievement), engagement is defined as a positive entity rather than a negative aspect. Investment includes high mental state (rather than exhaustion), strong participation (rather than sarcasm), and an effect (rather than reducing a sense of achievement).

In a study of 211 teachers in six school districts in northwestern Ohio, Malanowski & Wood (1984) found that teachers who were not satisfied with their self-actualization were more likely to suffer from job burnout. Mills & Huebner (1998) used NO-FFI, SPSI, and MBI to analyze the relationship between personality, stress, and burnout. The cross-sectional regression analysis showed that the relationship between personality variables (such as extroversion and agreeableness) and burnout far exceeded the relationship between occupational stress and demographic variables and burnout, while longitudinal studies showed a transition relationship between burnout and stress, Occupational stress causes individuals to experience stress, and high burnout sometimes leads to individuals experiencing more occupational stress.

Wu Guolai & Wo Jianzhong (2006) used the Five-Factor Model to study the personality characteristics of middle school teachers. The results showed that: in terms of agreeableness traits, gender main effect is significant, and the interaction between age and gender is significant, while the main effect of age, education and professional title is not significant; In terms of conscientiousness, the main effect of age is significant, while the main effect of gender, education background and professional title is not significant; In terms of extraversion, openness and neuroticism, the main effect of gender, education background, age and professional title is not significant.

In fact, workload is the first variable that scholars consider when studying

burnout. As far as work itself is concerned, job burnout is a reflection of excessive workload, which has been unanimously recognized by the vast majority of researchers. Workload and working hours are highly correlated with job burnout, especially in the dimension of emotional exhaustion. As a core quality of stress and job burnout, it occurs in teachers' extreme fatigue, overwork, emotional regression, and material resource scarcity (Schwarzer & Hallum, 2008).

The discussion of burnout lies in whether it is a work-related fatigue syndrome or more of a form of exhaustion, independent of the individual work environment. There are two reasons for job burnout caused by work overload: firstly, excessive work, which hinders the worker's time and energy, affecting work efficiency and work, resulting in role stress and leading to job burnout. Secondly, excessive workload can affect the process of coping with stress. The factors that affect the workload of teachers mainly involve teaching plan and evaluating students. As the overall planning of curriculum design, the teaching plan determines the overall direction and structure of teaching content. It not only specifies the mutual structural methods between different course types, but also clarifies the requirements and proportions of different courses. The key is that it must be completed before daily teaching. Another time-consuming task is evaluating students. Teachers must fill out report cards and conduct standardized exams, as well as conduct daily assessments. Although recording the trajectory of students' learning and progress is very important, it is actually very time-consuming, and all of these tasks increase the workload of teachers. Therefore, if teachers feel that the workload is too much and cannot be completed within the specified time, it is highly likely to lead to job burnout.

Pines & Kafry (1987) found a positive correlation between workload and job burnout in a survey of social workers. It also showed excessive workload is the most important factor leading to teacher turnover. Especially for new teachers, they may feel overwhelmed and unable to complete all the tasks they need to do. Reducing workload for new teachers not only reduces their stress, but also allows them more time to learn new things and concepts. In fact, the dissatisfaction and abandonment of teachers' careers are related to workload and the time required. These two issues have been extensively discussed in literature and are also issues faced by leaving teachers and new teachers.

Problem Statement

Based on the analysis of both practical and theoretical backgrounds, using questionnaire surveys, this study aims to explore the cognitive level of primary school music teachers towards job burnout intervention measures and verify the smoothness of intervention path, analyzing the utility of workload mediating variables.

Materials and Methods

Research design

This study adopts a questionnaire survey. It establishes a measurement table for job burnout intervention and control of primary school music teachers based on workload paths, and construct a survey questionnaire based on this. This study used the following methods: one-way ANOVA, regression analysis, and T-test.

Research object

The research sample is primary school music teachers in Hunan Province, China. The sample size for quantitative research is compute for the size using Taro Yamane formula (Mane, 1970).

$n = N/1*N(e^2)$

n= sample size

N= population size

e = error (0.05)

n = 375 but researcher distributes 400 samples

Therefore, the sample size for quantitative is 400.

Research methods and tools

This study refers to the Job Burnout Intervention and Regulation Measurement Table (Liu Chunhua, 2014) and creates a job burnout intervention measurement table based on the workload path. This table includes 7 primary indicators (PI) and 16 secondary indicators (SI), as shown in Table 1. The Cronbach coefficient is above 0.887, indicating high reliability.

Table 1 Job burnout intervention measurement

PI	SI	Cronbach's Alpha
Social support	subjective support objective support	0.936

	individual utilization of social support	
Teaching environment	teaching equipment teaching venue classroom atmosphere	0.925
Career development	skills training promotion space teaching activities	0.896
Executive leadership	administrative capacity administrative methods	0.914
Interpersonal relationship	colleague relationship teacher-student relationship family relationship	0.887
Workload	physical workload mental workload	0.926
Job burnout	emotional exhaustion low sense of achievement depersonalization	0.904

Research process

This study lasted for 9 months. Firstly, based on literature analysis, the researcher found that workload plays a moderating role in the relationship between intervention pathways and job burnout. Secondly, the researcher construct a job burnout intervention measurement table based on the workload path and develop a survey questionnaire. The researcher seeks cooperation through the Education Department of Hunan Province or directly contact the primary school director or principal of Hunan Province. After obtaining permission, the survey questionnaire was distributed to primary school music teachers. After collecting the questionnaire, SPSS statistical analysis methods was used to conduct one-way ANOVA and regression analysis on the collected data to test the relationship between them and validate them.

Data analysis

This study used factor analysis for validity analysis. The results showed that the data presented a normal distribution ($p<.05$). SPSS macro program PROCESS developed by Hayes is used to analyze the moderating effect of stress load on intervention measures and job burnout.

Research limitation

The limitations of this study lie in the sample size, coverage (only for one province), and time. In addition, after the construction of the intervention and regulation measurement model for job burnout of primary school music teachers based on the workload path, it should be possible to conduct experiments using this model. Several experimental groups should be selected for experimental observation to test the actual effectiveness of their regulation model.

Ethical statement

This study meets various ethical standards in educational research. The relevant committee is responsible for ensuring compliance with this study.

Result and discussion

Validity analysis of work load

According to the Job Burnout Intervention and Regulation Measurement Table, in factor analysis, KMO=0.928, and a KMO value greater than 0.9 indicates that the questionnaire is suitable for factor analysis; The Bartlett spherical test results showed that the approximate chi square=2595.675, df=29, P=0.000 (P<0.05), reaching a significant level. Therefore, the construction validity of the workload measurement table is good. The results are shown in Table 2.

Table 2. Validity analysis of workload

Dimension	Item	Factor 1	Factor 2	Communality
Physical workload	a15-1		0.834	0.842
	a15-2		0.897	0.864
	a15-3		0.846	0.876
	a15-4		0.885	0.894
Mental Workload	a16-1	0.921		0.884
	a16-2	0.909		0.858
	a16-3	0.878		0.891
	a16-4	0.890		0.868
Characteristic root (before rotating)		2.34	2.65	-
% of Variance (before rotation)		64.00%	38.47%	-
Cumulative % (before rotation)		72.00%	76.43%	-

Characteristic root (after rotation)	2.875	3.07	-
% of Variance (after rotation)	52.89%	54.39%	-
Cumulative % (after rotation)	46.93%	67.54%	-
KMO	0.928		-
Bart spherical value	2595.675		-
df	29		-
p	0.000		-

Analysis of the regulating effect of workload

A moderating effect test on the latitude of intervention measures is conducted, and the results are as follows:

Table 3 The moderating effect of workload on intervention measures and job burnout

Dependent variable	Job burnout		
	coeff	se	t
Constant	3.829	0.051	81.203***
intervention measures	0.376	0.049	8.292***
workload	0.372	0.056	3.937***
intervention measures * workload	0.219	0.036	2.983**
R	0.529		
R Square	0.296		
F	54.573***		

***p<0.001,**p<0.01,*p<0.05

The results showed that the interaction between intervention measures and workload had a significant positive impact on job burnout (B=0.219, t=2.983, p<0.05), indicating that workload had a significant positive moderating effect between intervention measures and job burnout.

Table 4 The moderating effect of different workloads on intervention measures and job burnout

Workload	Effect	se	t	p	LLCI	ULCI
Low	0.227	0.061	3.722	0.000	0.107	0.353
Moderate	0.332	0.049	7.402	0.000	0.238	0.436

High	0.434	0.058	7.429	0.000	0.312	0.572

It further validated the moderating effect of workload on intervention measures and job burnout through a simple slope table. The results showed that when the workload was at a low level, the intervention measures had a stronger moderating effect on job burnout (B=0.227, Boot 95% CI [0.107, 0.353], excluding 0); When the workload is at a moderate level, the moderating effect of intervention measures on job burnout is enhanced (B=0.332, Boot 95% CI [0.238, 0.436], excluding 0); When the workload is at a high level, the intervention measures have the strongest moderating effect on job burnout (B=0.434, Boot 95% CI [0.312, 0.572], excluding 0).

Conclusion

The study indicate that workload has a significant positive moderating effect between intervention measures and job burnout, and the moderating effects of different stress loads on intervention measures and job burnout are also different. The experiment shows that the higher the workload, the strongest moderating effect of intervention measures on job burnout.

The study are beneficial for practitioners in the music education. There are a total of 7245 primary schools and 15000 primary school music teachers in Hunan Province. The overall level of job burnout among teachers is moderate, but the situation is severe. It is necessary to effectively improve the working environment of primary school music teachers and alleviate their pressure. In the current context of a diverse society, primary school music teachers face certain pressures in teaching, competitions, and social services, etc. The competition among teachers is also relatively fierce. Therefore, it is necessary to adopt effective methods to alleviate the professional fatigue of primary school music teachers, allowing them to fully devote themselves to education and teaching, and fully utilize their teacher functions to lay the foundation for the learning of the younger generation.

Finances

This study did not receive any special funding from funding institutions from the public, commercial, or non-profit sectors.

Conflict of interest

The author declares that there is no conflict of interest.

Data Availability

If data is required, data can be provided.

References

Goddard R, Goddard M(2006). Beginning teacher burnout in Queensland schools: Associations with serious intentions to leave. Australian Educational Researcher,33(2): 61-75.

Ingersoll R M, Smith T M(2003). The wrong solution to the teacher shortage. Educational Leadership, 2003,60(8): 30-33

Munt V(2004). The awful truth: A microhistory of teacher stress at westwood high. British Journal of Sociology of Education, 25(5):577-591.

Cano-Garcia FJ,Padilla-Munoz EM(2005),Carrasco-Ortiz MA.Personality and contextual variables in teacher burnout. Personality & Individual Differences, 38(4): 929-940.

Evers WJ, Brouwers A, Tomic W(2002).Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. British Journal of Educational Psychology,72(2): 227-243.

Bruno J E(1983). Equal educational opportunity and declining teacher morale at black, white, and Hispanic school in a large urban school district.The Urban Review,15(1): 19-36.

Maslach C, Leiter, M P(1997). The truth about burnout(3rd ed.). San Francisco, CA: Jossey-Bass,1997.

Maslach C, Goldberg J(1998). Prevention of burnout: New perspectives. Applied & Prevention Psychology,7:63-74.

Maslach C, Schaufeli WB, Leiter M P(2001). Job burnout. Annual Review of psychology , 52(1):397-422

Malanowski JR, Wood PH(1984).burnout and self-actualization in Public School Teachers.The Journal of Psychology: Interdisciplinary and Applied,117(1):23-26.

Mills L B, Huebner E S(1998). A prospective study of personality characteristics, occupational stressors, and burnout among school psychology practitioners. Journal of school psychology. 36(1): 103-120.

Schwarzer R, Hallum S(2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. Applied Psychology,57: 152-171.

Pines A, Kafry D(1978). Occupational tedium in the social services. Social work. 23(6): 499-507.