

# Study on Job Burnout of Female College English Teachers

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## Abstract

**Job burnout is a common problem faced by female college English teachers in the long-term teaching process. This paper discusses the common job burnout of female college English teachers in the long-term teaching process. There are many causes of job burnout, including work pressure, emotional exhaustion and job uncertainty. At the same time, individual characteristics, working environment and social support also have an impact on job burnout. In order to effectively interfere with job burnout, this paper constructs a job burnout model and an intervention model for female college English teachers. In the job burnout model, job stress, emotional exhaustion, and job uncertainty are considered the main influencing factors, while individual characteristics, work environment, and social support are the regulating factors. In the intervention model, measures such as mental health education, career planning, and improvement of the working environment are advocated to reduce job burnout. The purpose of this study is to provide theoretical support and practical guidance for improving the career satisfaction of female college English teachers and improving teaching quality.**

## Keywords

**Female college English teachers; Job burnout; Theoretical model; Intervention measure.**

## 1. Introduction

Job burnout refers to a state in which one's emotions, cognition, behavior, and overall well-being undergo negative changes due to prolonged work pressure. This condition is often characterized by emotional exhaustion, a sense of detachment or indifference towards one's work, and a diminished sense of personal accomplishment. Female teachers in higher education, particularly those teaching college English, face unique challenges that contribute to job burnout. They must navigate heavy teaching loads, demanding research responsibilities, and the added pressures of balancing family obligations with career advancement. This dual burden makes them especially susceptible to experiencing job burnout. The mechanisms and characteristics of job burnout among female college English teachers aim to uncover the deep-seated factors that contribute to this condition. By engaging in thorough theoretical analysis and developing targeted intervention strategies, we can better understand and address the root causes of burnout in this specific demographic. This understanding is crucial for implementing effective measures to alleviate the pressures faced by these educators and to promote their well-being and professional satisfaction.

## 2. The Theoretical Basis of Job Burnout

### 2.1. The Definition of Job Burnout

Job burnout refers to the negative changes in emotion, cognition, and behavior caused by factors such as work pressure and negative work experience in the long-term work process. Maslach and Jackson's job burnout model is the most widely accepted theoretical framework at

present, which mainly includes three dimensions: emotional exhaustion, depersonalization, and the reduction of personal accomplishment.

Emotional exhaustion refers to the gradual loss of emotional resources in work, including enthusiasm, care, and sympathy, after long-term work pressure, which is manifested as emotional exhaustion. This kind of fatigue will not only affect the emotional connection between individuals, colleagues, and students but also weaken the individual's investment and enthusiasm for work.

Depersonalization refers to the indifference and alienation of individuals towards their work objects such as students and colleagues, and regards them as objective beings rather than individualized subjects. The formation of this attitude often stems from the individual's negative cognition of the working environment and negative evaluation of the working object, which is manifested as indifference and perfunctory work.

The reduction of personal accomplishment refers to the reduction of an individual's sense of achievement and value in his work. Long-term work pressure and challenges may make individuals doubt their own ability and value, and feel that their efforts are not recognized and rewarded, thus losing interest and motivation in their work.

## **2.2. Theoretical Development of Job Burnout**

The theoretical development of job burnout began in the 1970s, and it was mainly concentrated in the field of medical care. With the deepening of research, this concept was gradually extended and applied to various professional fields. Researchers gradually realize that job burnout is a common phenomenon, which not only affects the physical and mental health of individuals but also has a negative impact on the efficiency and stability of organizations. Therefore, the study of job burnout has gradually aroused widespread concern in academia and society.

## **2.3. Influencing Factors of Job Burnout**

The influencing factors of job burnout involve personal factors, working environment factors, and social factors. Personal factors include individual personality traits, career expectations, self-efficacy, etc. Different individuals may have different degrees of job burnout experience in the same working environment. Work environment factors mainly include workload, work support system, work control, etc. Work pressure and lack of resources are one of the main reasons leading to job burnout. Social factors such as social roles and gender expectations will also affect individuals' attitudes and behaviors towards work. Women are often under double pressure in the face of work and family responsibilities and are more prone to job burnout.

# **3. The Particularity of Female College English Teachers' Job Burnout**

## **3.1. Professional Characteristics of Female College English Teachers**

Female college English teachers have a heavy task in teaching and scientific research. In college English teaching, it is a great challenge to students' time and energy. Besides preparing lessons, teaching and correcting homework, it takes a lot of time to guide students to improve their English. At the same time, scientific research task is also an indispensable part of their continuous academic research and publication in order to maintain their teaching level and academic status.

Female teachers are also under the pressure of family responsibilities, and they undertake these tasks. Compared with male teachers, they often need to undertake more family obligations including taking care of children and families, which requires more balance between work and life. The bottleneck and predicament of career development further aggravate the phenomenon of job burnout. In academic circles, women often face obstacles and setbacks in their career development such as gender discrimination and career promotion. For

a long time, women's status in the field of scientific research has been relatively low, and it is difficult to compare with male teachers in terms of resources and support. This dilemma of career development makes them more likely to feel job burnout under negative emotions and work attitudes.

### **3.2. The Role of Gender Factors in Job Burnout**

The role of gender factors in job burnout is a complex and profound issue, and its influence is far beyond the scope we often realize. The increase in psychological pressure caused by gender role conflict is one of the important factors leading to female teachers' job burnout. In modern society, although the cognition of gender roles has gradually changed, female teachers still bear more family responsibilities in some professional fields, especially in the education field where the traditional division of gender roles still exists. This situation leads to the contradiction and conflict between their work and family, which will directly aggravate their psychological pressure and make the risk of job burnout more prominent.

Compared with male teachers, female teachers face more emotional labor and psychological pressure, which is one of the important factors causing job burnout. This is because women usually have more emotional expression and caring characteristics, and they often need to invest more emotion in the process of education and teaching to establish a closer relationship with students. This kind of emotional labor is easily affected by students and the teaching environment and increases psychological pressure. In addition, female teachers may also face pressures such as gender discrimination and workplace competition, which will further aggravate the occurrence of job burnout. For female teachers, they should pay attention to reducing their psychological pressure in the process of education and teaching.

Female teachers are often more prone to job burnout when they take on family responsibilities and professional responsibilities. The reason is that as core members of the family, they have to take care of family life and children's growth in addition to teaching and scientific research tasks, which brings them great work pressure and it is difficult to find a good balance between work and family. For a long time, the society often has had high expectations for women's family roles, and this expectation often conflicts with women's career development needs, which makes female teachers more prone to job burnout.

## **4. The Influence Theory of Job Burnout**

### **4.1. Psychological Perspective**

Psychological stress and coping mechanism: Job burnout is the result of long-term psychological stress accumulation.

The relationship between job burnout and mental health: Job burnout seriously affects teachers' mental health, leading to psychological problems such as depression and anxiety.

### **4.2. Sociological Perspective**

Social Role Theory and Job Burnout: The conflict between social expectations of women's roles and their professional roles intensifies job burnout.

Gender inequality and job burnout: Gender inequality aggravates the job burnout of female teachers.

### **4.3. Pedagogical Perspective**

Educational environment and teachers' job burnout: The high demand for teachers and low returns in the educational environment are important factors of job burnout.

Teachers' career development and job burnout: Lack of opportunities and support for career development will aggravate teachers' job burnout.

## 5. Intervention Theory and Measures

### 5.1. Personal Intervention Theory

Cognitive behavioral therapy can help teachers identify and change negative thinking patterns, and improve psychological resilience. Emotional adjustment and stress management through emotional identification and adjustment can improve teachers' emotional control ability.

### 5.2. Organizational Intervention Theory

Social support theory can strengthen the support and cooperation between colleagues and reduce the psychological pressure of teachers. Organizational culture and environmental improvement can create a supportive working atmosphere and reduce workload.

### 5.3. Policy Intervention Theory

Support and guarantee of education policy can protect teachers' rights and interests and welfare through policies, and reduce professional pressure. Implementation of gender equality policy can reduce gender role conflict through gender equality education and policy support.

## 6. The Theoretical Model of Construction

### 6.1. Job Burnout Model Construction

#### 6.1.1. Job Burnout Model of Female College English Teachers

#### 6.1.2. Model Elements

Emotional exhaustion: Teachers feel emotionally exhausted and tired due to the heavy work pressure.

Depersonalization: Teachers show indifference and alienation to students, colleagues and work objects.

A Personal sense of accomplishment is reduced: Teachers feel that their sense of accomplishment and self-efficacy in their work is reduced.

#### 6.1.3. Influencing Factor

Personal factors: Personality traits, career expectations.

Working environment factors: Workload, support system.

Social factors: Social roles, gender expectations.

#### 6.1.4. Interrelation of Elements

Emotional exhaustion and depersonalization: Emotional exhaustion often leads to depersonalization. Emotional exhaustion and personal accomplishment decrease: Emotional exhaustion weakens teachers' enthusiasm for work. Depersonalization and reduction of personal accomplishment: Depersonalization makes teachers treat their work mechanically and lack the experience of accomplishment.

In this study, the quantitative survey method is used to obtain the specific data of female college English teachers on the factors and influencing factors of the job burnout model. The subjects of the survey are female college English teachers. Data are collected through face-to-face interviews or online surveys, and they are asked to answer a series of questions to assess the degree of emotional exhaustion, depersonalization, and personal accomplishment reduction, as well as related personal factors, work environment factors, and social factors. The obtained data are shown in Table 1.

**Table 1.** Job Burnout Model Data

Teacher number	Emotional exhaustion score	Depersonalization score	Personal accomplishment lowers the score	Personality trait score	Career expectation score	Workload score	Support system score	Social role score	Gender expectation score
1	75	60	80	70	65	eighty-five	70	75	60
2	80	70	75	75	60	90	65	80	65
3	70	65	85	60	70	80	75	70	70
4	85	75	70	80	55	95	60	85	55
5	78	68	82	72	68	88	68	78	62

The data are presented as scores from scales or questionnaires, with higher scores indicating a greater influence of a given factor on job burnout. Analysis of average scores reveals that teachers exhibit relatively high levels of emotional exhaustion, depersonalization, and decreased personal accomplishment, with scores of 77.6, 67.6, and 78.4 respectively. This suggests that most teachers commonly experience emotional fatigue, alienation, and reduced job fulfillment.

Personality traits, as a personal factor, have a relatively high average score of 69.4, while career expectations score slightly lower at 63.6. This disparity indicates that teachers are more confident in their personality traits but have lower career expectations. The average workload score is notably high at 87.6, whereas the support system score is comparatively lower at 71.6, highlighting that teachers face significant work pressure and insufficient support.

Gender expectations among teachers score an average of 64.4, suggesting that perceptions of gender roles are either insufficiently developed or more egalitarian.

Overall, these data reflect prevalent job burnout among female college English teachers, predominantly characterized by emotional exhaustion, diminished personal accomplishment, and substantial work pressure. To mitigate these issues, it is essential to enhance the support for teachers' mental health, improve work support systems, and actively promote gender equality awareness.

## 6.2. Construction of Intervention Model

### 6.2.1. Multi-level Intervention Model of Individuals, Organizations and Policies

#### A. Personal level intervention

Psychological adjustment means to improve mental health through cognitive behavioral therapy and emotional management training. Career development means to improve the sense of career accomplishment through career planning and professional training.

#### B. Organizational intervention

Improvement of working environment means to optimize the distribution of teaching, scientific research and administrative work, and provide necessary teaching and scientific research resources. Organizational culture construction is to create a working atmosphere of cooperation and mutual assistance, and establish a mental health support system for teachers.

#### C. Policy level intervention

Policy support is to reduce occupational stress through job security and work-life balance policy. Gender equality is to strengthen gender equality education and provide special support for the professional development of female teachers.

#### D. Analysis of intervention path and mechanism

Path is to reduce job burnout through comprehensive intervention at individual, organizational and policy levels. Mechanism is to improve job burnout through psychological support mechanism, career development mechanism and social support mechanism.

This study employs a quantitative investigation to assess the impact of various intervention models on job burnout among female college English teachers. Data were collected from female college English teachers through face-to-face interviews and online surveys. Respondents were asked to answer a series of questions designed to evaluate how different intervention models influenced their job burnout. The results are presented in Table 2.

**Table 2.** Intervention model data

Teacher number	Psychological adjustment score	Career development score	Work environment improvement score	Organizational culture construction score	Policy support score	Gender equality score
1	75	80	85	70	75	60
2	80	75	90	65	80	65
3	70	85	80	75	70	70
4	85	70	95	60	85	55
5	78	82	88	68	78	62

The average score of psychological adjustment is 77.6, the average score of career development is 78.4, the average score of working environment improvement is 87.6, the average score of organizational culture construction is 67.6, the average score of policy support is 77.6, and the average score of gender equality is 62.4. These data reflect that most teachers score relatively high in psychological adjustment and career development but relatively low in improving working environment, building organizational culture and gender equality.

Teachers show different tendencies in different intervention models. For example, Teacher No.4 scored the highest in improving the working environment with 95, while scored the lowest in career development with 70. On the contrary, Teacher No.3 scored the highest in career development with 85, and scored a lower score in working environment improvement with 80. This shows that different teachers have different degrees of attention and needs in different intervention models. By comparing the scores of different intervention models, we can find that the improvement of working environment and policy support have a significant impact on reducing job burnout, and the scores are relatively high, while the scores of organizational culture construction and gender equality are relatively low, which may need to be further strengthened.

In view of the different scores of different teachers in different intervention models, targeted intervention measures can be formulated such as strengthening the improvement of working environment, providing more career development opportunities, strengthening organizational culture construction and gender equality awareness so as to comprehensively improve teachers' job satisfaction and professional life quality.

## 7. Conclusion

This paper explores the definition, influencing factors, and particularities of job burnout, constructs a corresponding theoretical model, and validates its feasibility through quantitative investigation. The findings indicate that emotional exhaustion, alienation, and a decline in job accomplishment are the primary issues. Personal factors, the working environment, and social factors all contribute to job burnout. Consequently, this paper proposes multi-level

intervention measures targeting individuals, organizations, and policies. These measures aim to alleviate job burnout among female college English teachers through psychological adjustment, career development, improvement of the working environment, organizational culture construction, policy support, and gender equality. Future research could examine the long-term effects and interactions of different intervention models and employ more diverse research methods to better guide practical interventions in teaching. This would enhance teachers' job satisfaction and overall quality of professional life.

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