

DEVELOPING PERSONNEL ADMINISTRATION FRAMEWORK TO SOLVE TEACHER BURNOUT OF GUANGXI VOCATIONAL COLLEGE OF SAFETY ENGINEERING, CHINA

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ABSTRACT

The purpose of this study were: 1) to investigate the current situation and reasons of teacher burnout of Guangxi Vocational College of Safety Engineering; 2) Developing a personnel administration Framework to solve teacher burnout. The participants of this study were 217 teachers and 62 administrators obtained through stratified random sampling from Guangxi Vocational College of Safety Engineering. The research tool used in this study is a 47 question questionnaire consisting of 5 rating scales. Three experts evaluated the quality of the tool based on the project goal consistency index. The information and data collected were analyzed through the quantitative research method and presented in terms of frequency, percentage, mean and standard deviation. The research results indicate that: 1) Teachers and administrators at Guangxi Vocational College of Safety Engineering have a high level of teacher burnout; 2) A personnel administration Framework consisting of five parts to Solve teacher burnout; Namely part1 organization, part2 recruitment, part3 employment, part4 training, part5 evaluation. All five units were evaluated by three experts, with an IOC value of 0.66-1.00. This means that the personnel administration Framework were reliable and effective, and can serve as a personnel administration Framework for Guangxi Vocational College of Safety Engineering to solve teacher burnout.

Keywords: Personnel Administration Framework, Teacher Burnout, Vocational College Teachers

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INTRODUCTION

Relying on the national education strategy, the number of students and teachers in vocational schools in China is increasing, and the demand for high-tech and skilled talents in society is also increasing. This is both an opportunity and a challenge for personnel administration in vocational schools. In order to cultivate high-tech and skilled talents, various vocational schools have begun to work hard to improve the quality of teaching. For example, vocational schools have undergone significant changes in the training mode, evaluation methods, assessment standards, and management system of teachers. Faced with such changes, teachers also need to bear greater mission and pressure, which has led to teacher fatigue among teachers. When teachers experience professional burnout, they may feel listless, depressed, physically and mentally exhausted, anxious, and depressed, which can lead to serious family conflicts (Li Feng & Hu Zhengdong, 2022: 239-241). Tired teachers lack empathy for students, lack work engagement and participation, lack patience for violating classroom discipline, inadequate classroom preparation, and low creativity, making "these teachers' students the ultimate victims" (Zeng Lingjuan & Wu Xinchun, 2003: 79-80). Given the significant impact of teacher burnout on teacher work, school development, and education development in China, it is necessary to conduct in-depth research on teacher burnout.

This study collected information and data on the current situation, reasons, and solutions of teacher burnout and needs through a questionnaire survey distributed to teachers at Guangxi Vocational College of Safety Engineering. Most teachers indicate that, given the current professional situation, they not only need to maintain their original teaching level but also need to keep up with the times and shoulder the responsibility of student management and scientific research. Under such complex and heavy pressure, teachers exhibit a high degree of teacher burnout. If the problem of teacher burnout cannot be solved in a timely manner, it will reduce the work enthusiasm of teachers. The decrease in work enthusiasm leads to a decline in teaching quality. Therefore, this article selects the current situation and reasons of teacher burnout among teachers and administrators at Guangxi Vocational College of Safety Engineering for analysis, in order to provide reference for addressing the negative effects of teacher burnout and improving teaching quality.

LITERATURE REVIEWS

Concept of School Personnel administration

School personnel administration refers to the process in which universities manage and provide services to all faculty members in accordance with national laws and regulations and internal rules and regulations of the school. The goal of personnel administration in universities is to ensure the full protection of the rights and interests of faculty and staff through the administration of personnel appointment, assessment, motivation, development, retirement, and other aspects, while ensuring that universities can smoothly achieve various work goals (Duan Yanru, 2023: 1-2).

The current situation of personnel administration in Vocational College

The current situation of the talent team in vocational colleges is closely related to their personnel management work. At present, there are still many problems in personnel management in vocational schools, which are not conducive to the construction and use of talent teams. For example, 1) power management is better than service consciousness, and the official standard ideology still exists; 2) Personnel cadres lack systematic learning and comprehensive understanding of the new theories of modern human resource management. Personnel work mainly follows higher-level documents and decisions, and the personnel department is basically in the role of the executive level, lacking consideration for research, development, and management; 3) The understanding of "talent is the first resource" is not deep enough, always believing that the shortage of funds is the bottleneck of the development

of education, but not realizing that the real bottleneck is the lack of a high-quality team of teachers and cadres, the importance of creating a good work and living environment to attract and gather talents, and the insufficient efforts in talent development; 4) Insufficient application of competitive incentive mechanisms, lack of effective incentive measures, dominant status of identity management, and widespread phenomenon of "ranking based on seniority", resulting in low enthusiasm of personnel, weak awareness of competition and crisis, and lack of responsibility and motivation to pursue benefits; 5) The assessment and evaluation system still follows the teacher evaluation standards of ordinary universities, lacking specificity and reflecting the characteristics of vocational colleges; 6) The distribution model is outdated, income distribution has not yet been fully integrated with knowledge, skills, and labor contributions, and the phenomenon of egalitarianism is still widespread; 7) In terms of employment mechanism, the overall situation still remains in the "static management" mode, and the "dynamic management" mechanism has not yet been established, resulting in a lack of personnel mobility and talent exchange (Su Jianqing, 2006: 70-72).

Performance of teacher burnout.

American psychologist Farber believes that the main manifestations of teacher burnout among vocational school teachers are as follows: firstly, exhaustion, heavy teaching and research tasks that make university teachers suffocate, enduring long-term high levels of mental fatigue and tension, making them irritable, low tolerance, lack of enthusiasm and vitality, rigid teaching, insufficient lesson preparation, and lack of energy to improve teaching effectiveness, Not willing to approach and accept students, often paranoid and paranoid about colleagues. The second is fanatical devotion. These teachers have a strong belief in success and can enthusiastically devote themselves to work, but there is a huge contrast between their ideals and reality, which makes them start to doubt their abilities. The strong sense of frustration makes them painful, frustrated, and unable to extricate themselves. The initial professional enthusiasm, interest, and work motivation gradually fade away, and the self-confidence that originally pursued progress, innovation, and the desire for development no longer exists, In turn, it leads to feelings of boredom, depression, complaint, and professional fatigue behaviors such as slackness, laziness, and exhaustion. Thirdly, they are not satisfied with the current situation. Some teachers feel that their work itself lacks stimulation, and they feel that their education cannot bring greater changes to students' lives. Education work is no longer worth doing, and their self-worth cannot be realized during the work process. Therefore, they are tired of work and engage in various part-time jobs, and even more so, they give up education work and start working in other jobs (Li Jing, 2004: 30-35).

The influencing factors of teacher burnout

Harrison summarized and summarized the psychological problems faced by vocational school teachers in their work, including stress, conflict, needs, and less return, achievement, and success. When people pursue unrealistic goals or do not have the expectation of actual investment guarantee, frustration arises from this. Blixetal found through data analysis from early 1990 that the burnout of vocational school teachers is positively correlated with work pressure, physical health, and work efficiency, but negatively correlated with job satisfaction. Singh Mishra & Kim's research found that the job burnout of research oriented teachers is negatively correlated with their motivation to engage in research work and job satisfaction. Especially for non lifelong teachers, the negative correlation between their job burnout and job satisfaction is more significant than that of teachers who have obtained lifelong teaching positions. The study also found that the job burnout of research-oriented teachers is negatively correlated with their research work remuneration. On this issue, teachers who do not have tenure are more strongly reflected than those who have received tenure (Cao Yuping, 2005: 26-30).

The Consequences and Effects of Teacher Professional Burnout

The impact on individuals. In a 1980 report, American researcher Greenarg pointed out that the majority of patients suffer from stress-related illnesses. When teachers experience teacher fatigue, they feel listless, depressed, physically and mentally exhausted, anxious and depressed, and can seriously lead to family conflicts.

The impact on teaching. Blasd Greenfield et al.'s research suggests that tired teachers lack empathy for their students, lack work engagement and participation, lack patience for violating classroom discipline, inadequate classroom preparation, and low creativity, making "these teachers' students the ultimate victims" (Zeng Lingjuan, & Wu Xinchun, 2003: 62-65). Teachers who experience job burnout may lose interest in their work, affect the quality of education and teaching, and lack care for students.

The impact on society. Teachers who experience job burnout tend to have tense relationships with those around them, resulting in impaired interpersonal relationships and posing many serious problems for society.

RESEARCH METHODOLOGY

Questionnaires: The questionnaire for this study was designed and compiled based on the Maslach Burnout Scale Education Edition (BMI ES) and existing research, in conjunction with the actual situation, research objectives, and characteristics of Guangxi Vocational College of Safety Engineering. It was utilized to gather information and data on the current situation and reasons for teacher burnout. The questionnaire was divided into two groups: 1) the teachers group and 2) the administrators group. The questionnaire comprised the following three parts: 1) Basic information of the interviewees: gender, age, educational background, professional title, salary, etc. The main task was extracted the basic information of the interviewees.

2) Based on the BMI ES scale, information and data on the current status of teacher burnout were collected. A total of 22 questions were designed, each with five options: "strongly agree", "agree", "middle", "disagree", and "strongly disagree", with scores ranging from 5 to 1. Among them, questions 1 to 9 pertained to emotional exhaustion, questions 10 to 17 related to personal achievement, and questions 18 to 22 concerned dehumanization.

3) Data and information on the reasons for teacher burnout were collected from the five aspects of organization, recruitment, employment, training, and evaluation in personnel administration. In order to better understand the current situation and reasons for teacher burnout, researchers consulted a large number of relevant literature sources. These included "A Study on the Professional Burnout of GS College Teachers" by Shou Jianan (2021), "A Study on the teacher teacher burnout at Benxi Radio and Television University" by Li Yunting (2017), and "Burnout, Self-Efficacy, and Job Satisfaction among Primary School Teachers in Morocco" by Oulhou Hassan and Aomar Ibourk (2021). By reviewing this literature and selecting appropriate questions, a survey questionnaire on the current situation of burnout among vocational school teachers was developed. In this section of the questionnaire, three experts evaluated the consistency index score (IOC score) of the questionnaire. The evaluation range for each question in the questionnaire was 0.66 to 1.00. The reliability of the questionnaires was measured using the technique of Cronbach's alpha coefficient. The reliability of the questionnaires for teachers was 0.825, and for the set of administrators was 0.855.

A set of questions for a focus group discussion meeting. The personnel administration framework to solve teacher burnout was evaluated by the three Chinese specialists. The answer from the specialists would give comments concerning the correctness and suitability of the framework, the results then will be presented in terms of Cronbach Alpha IOC (Index of Congruence).

RESEARCH RESULTS

Current situations of teacher burnout of Guangxi Vocational College of Safety Engineering for teachers

The teachers at Guangxi Vocational College of Safety Engineering are High level of teacher burnout in terms of emotional exhaustion ($M = 3.83$, $S.D. = 1.26$). Detailed as the question 1 every morning when I wake up and think of facing a day's work, I feel unhappy. The high score ($M = 4.17$, $S.D. = 1.11$). The enthusiasm and initiative of the teachers towards their work have been severely affected, and there is a significant phenomenon of emotional exhaustion. The question 2 I frequently lose sleep over work-related matters. The high score ($M = 3.93$, $S.D. = 1.16$). This further proves the negative impact of emotional exhaustion on the mental health of teachers, making it difficult for them to get good rest and recovery. The question 3 I am exhausted every day after work. The high score ($M = 3.87$, $S.D. = 1.29$). This reflects the enormous pressure and burden they have endured in their work, leaving them physically and mentally exhausted. The question 8 I have not accomplished many meaningful things in my work. The high score ($M = 3.82$, $S.D. = 1.15$). This indicates that they have doubts about their work value and sense of achievement, which is also an important manifestation of emotional exhaustion. The question 9 I think all my students are poor. The high score ($M = 3.81$, $S.D. = 1.30$). This reflects their negative attitude towards students and work, which is a cognitive bias caused by emotional exhaustion. The question 5 I don't think work is fun. The high score ($M = 3.79$, $S.D. = 1.32$). The question 4 I'm worried that this job will make me increasingly cold. The high score ($M = 3.73$, $S.D. = 1.35$). These all reflect their boredom and alienation from work, which is a typical symptom of emotional exhaustion. The question 7 I have not demonstrated my value in my work. The high score ($M = 3.76$, $S.D. = 1.33$). The question 6 I am becoming increasingly indifferent to whether I have contributed to the organization. The high score ($M = 3.66$, $S.D. = 1.29$). These indicate a severe decline in their self-efficacy and work motivation, which is a serious consequence of teacher burnout caused by emotional exhaustion.

The teachers at Guangxi Vocational College of Safety Engineering are High level of teacher burnout in terms of personal achievement ($M = 3.99$, $S.D. = 1.20$). Detailed as the question 12 I'm not as passionate about my work as before. The high score ($M = 4.24$, $S.D. = 1.01$). This is a direct manifestation of low personal achievement, indicating that they have lost their passion and motivation for work. The question 15 In my opinion, I am not very good at my job. The high score ($M = 4.22$, $S.D. = 1.05$). This self-deprecating attitude is a typical symptom of low personal achievement, reflecting their doubts and dissatisfaction with their professional abilities. The question 11 I don't really like this school. The high score ($M = 4.11$, $S.D. = 1.21$). This further proves their low personal sense of achievement, as the school is an important workplace for them, and their dissatisfaction is directly related to their overall evaluation of their work. The question 17 I do not believe I can effectively complete the work. The high score ($M = 3.97$, $S.D. = 1.22$). The decline in self-efficacy is an important manifestation of low personal achievement. The question 10 Work makes me feel like I'm about to collapse. The high score ($M = 3.94$, $S.D. = 1.21$). This extreme pressure and fatigue are manifestations of physical and psychological exhaustion caused by low personal achievement, seriously affecting their physical and mental health as well as work efficiency. The question 13 I think facing work is like a routine. The high score ($M = 3.87$, $S.D. = 1.26$). Lack of innovation and passion is also a significant characteristic of low personal achievement, indicating that they have lost the novelty and challenge in their work. The question 14 I think I am not making useful contributions to the school. The high score ($M = 3.83$, $S.D. = 1.28$). The question 16 I feel very unhappy when I fail to complete tasks assigned by my leader. The high score ($M = 3.74$, $S.D. = 1.33$).

The teachers at Guangxi Vocational College of Safety Engineering are High level of teacher burnout in terms of dehumanization ($M = 3.76$, $S.D. = 1.27$). Detailed as the question 18 I subjectively do not want to understand or approach students. The high score ($M = 3.94$, $S.D. = 1.15$). This indicated that teachers had become emotionally distant from students and lacked the willingness to deeply understand and care for them. This was an important manifestation of the dehumanization tendency. The question 20 I always don't care about students' feelings and needs. The high score ($M = 3.82$, $S.D. = 1.22$). This further proves that teachers' indifferent attitude towards students, ignoring their subjectivity and emotional needs, is a deepening of dehumanization. The question 21 I always feel that students and colleagues blame me for the problems. The high score ($M = 3.76$, $S.D. = 1.24$). This reflected that teachers felt blame and pressure from students and colleagues at work, which may have led to a decline in self-identity and an increase in dehumanization tendencies. The question 22 my family is not proud of my work. The high score ($M = 3.66$, $S.D. = 1.31$). This indicated that teachers also lacked support and recognition at the family level, which may have exacerbated their dehumanization. The question 19 when I interact with students and colleagues, the atmosphere is always tense. The high score ($M = 3.63$, $S.D. = 1.45$). This reflected the tense interpersonal relationships and lack of positive interaction and communication among teachers in the work environment, which was a specific manifestation of the dehumanization tendency in the work environment. From the statistical results, it can be seen that teachers at Guangxi Vocational College of Safety Engineering have a high level of burnout in the overall classification of teacher' burnout ($M = 3.86$, $S.D. = 1.24$).

Table1 Current situations of teacher burnout of Guangxi Vocational College of Safety Engineering for teachers

Questions	n = 217		Level of burnout
	\bar{X}	S.D.	
Emotional exhaustion			
1) Every morning when I wake up and think of facing a day's work, I feel unhappy.	4.17	1.11	High
2) I frequently lose sleep over work-related matters.	3.93	1.16	High
3) I am exhausted every day after work.	3.87	1.29	High
4) I'm worried that this job will make me increasingly cold.	3.73	1.35	High
5) I don't think work is fun.	3.79	1.32	High
6) I am becoming increasingly indifferent to whether I have contributed to the organization.	3.66	1.29	High
7) I have not demonstrated my value in my work.	3.76	1.33	High
8) I have not accomplished many meaningful things in my work.	3.82	1.15	High
9) I think all my students are poor.	3.81	1.30	High
Total 1	3.83	1.26	High
Personal achievement			
10) Work makes me feel like I'm about to collapse.	3.94	1.21	High
11) I don't really like this school.	4.11	1.21	High
12) I'm not as passionate about my work as before.	4.24	1.01	High
13) I think facing work is like a routine.	3.87	1.26	High
14) I think I am not making useful contributions to the school.	3.83	1.28	High
15) In my opinion, I am not very good at my job.	4.22	1.05	High
16) I feel very unhappy when I fail to complete tasks assigned by my leader.	3.74	1.33	High
17) I do not believe I can effectively complete the work.	3.97	1.22	High
Total 2	3.99	1.19	High

Questions	n = 217		Level of burnout
	\bar{X}	S.D.	
Dehumanization			
18) I subjectively do not want to understand or approach students.	3.94	1.15	High
19) When I interact with students and colleagues, the atmosphere is always tense.	3.63	1.45	High
20) I always don't care about students' feelings and needs.	3.82	1.22	High
21) I always feel that students and colleagues blame me for the problems.	3.76	1.24	High
22) My family is not proud of my work.	3.66	1.31	High
Total 3	3.76	1.27	High
Total	3.86	1.24	High

Current situations of teacher burnout of Guangxi Vocational College of Safety Engineering for administrators

The administrators at Guangxi Vocational College of Safety Engineering are High level of teacher burnout in terms of emotional exhaustion ($M = 4.04$, $S.D. = 1.07$). Detailed as the question 7 I have not demonstrated my value in my work. The high score ($M = 4.21$, $S.D. = 1.13$). This reflected their lack of identification and satisfaction with their work achievements, which was an important manifestation of emotional exhaustion. The question 3 I am exhausted every day after work. The high score ($M = 4.23$, $S.D. = 0.98$). This indicated that they had endured tremendous pressure and burden in their work, leading to physical and mental exhaustion. The question 4 I'm worried that this job will make me increasingly cold. The high score ($M = 4.18$, $S.D. = 0.78$). This negative expectation and concern about work further exacerbated their emotional exhaustion. The question 2 I frequently lose sleep over work-related matters. The high score ($M = 4.18$, $S.D. = 1.14$). This was also a significant symptom of emotional exhaustion among administrators, indicating that their work problems had seriously affected their sleep quality. The question 6 I am becoming increasingly indifferent to whether I have contributed to the organization. The high score ($M = 4.16$, $S.D. = 1.10$). This disregard for the value of work was a precursor to dehumanization and low sense of achievement, as well as an important manifestation of emotional exhaustion. The question 8 I have not accomplished many meaningful things in my work. The high score ($M = 3.87$, $S.D. = 1.17$). This lack of achievement and satisfaction further exacerbated their emotional exhaustion. The question 1 every morning when I wake up and think of facing a day's work, I feel unhappy. The high score ($M = 3.85$, $S.D. = 1.23$). This kind of boredom and resistance towards work was a typical symptom of emotional exhaustion. The question 5 I don't think work is fun, I feel unhappy. The high score ($M = 3.85$, $S.D. = 0.90$). This lack of interest and enthusiasm towards work was also an important manifestation of emotional exhaustion. The question 9 I think all my students are poor. The high score ($M = 3.79$, $S.D. = 1.18$). This negative perception of students and work was a cognitive bias caused by emotional exhaustion.

The administrators at Guangxi Vocational College of Safety Engineering are High level of teacher burnout in terms of personal achievement ($M = 4.08$, $S.D. = 1.02$). Detailed as the question 14 I think I am not making useful contributions to the school. The high score ($M = 4.37$, $S.D. = 0.81$). This lack of sense of achievement and value recognition was one of the important manifestations of their fatigue. The question 15 In my opinion, I am not very good at my job. The high score ($M = 4.34$, $S.D. = 1.05$). This self-deprecation further exacerbated their sense of fatigue. The question 17 I do not believe I can effectively complete the work. The high score ($M = 4.26$, $S.D. = 0.90$). The question 16 I feel very unhappy when I fail to complete tasks assigned by my leader. The high score ($M = 4.15$, $S.D. = 1.08$). This kind of

overreaction to failure and questioning of one's own abilities was another important manifestation of their fatigue. The question 10 Work makes me feel like I'm about to collapse. The high score ($M = 4.06$, $S.D. = 1.19$). This extreme pressure and fatigue were the direct consequences of their fatigue. The question 13 I think facing work is like a routine. The high score ($M = 3.97$, $S.D. = 1.04$). Lack of innovation and passion, this weariness and indifference towards work were also important manifestations of fatigue. The question 11 I don't really like this school. The high score ($M = 3.85$, $S.D. = 0.85$). This lack of identification and alienation from the school further deepened their level of fatigue. The question 12 I'm not as passionate about my work as before. The high score ($M = 3.61$, $S.D. = 1.23$). This loss of interest and motivation towards work was the ultimate result of their fatigue.

The administrators at Guangxi Vocational College of Safety Engineering are High level of teacher burnout in terms of dehumanization ($M = 3.96$, $S.D. = 1.01$). Detailed as the question 20 I always don't care about teachers' feelings and needs. The high score ($M = 4.24$, $S.D. = 0.84$). This indicated that administrators lacked empathy and care for others in their work, and this indifferent attitude was an important manifestation of dehumanization tendencies. The question 18 I subjectively do not want to understand or approach teacher. The high score ($M = 4.05$, $S.D. = 0.98$). This further proved that they had become emotionally distant from their colleagues, lacking a deep understanding and willingness to communicate, which was a deepening of dehumanization. The question 19 When I interact with teacher, the atmosphere is always tense. The high score ($M = 4.02$, $S.D. = 1.12$). This reflected their tense interpersonal relationships, lack of effective communication and collaboration in the work environment, and was a concrete manifestation of dehumanization tendencies in the work environment. The question 21 My colleagues always blame me for the problems. The high score ($M = 3.79$, $S.D. = 1.01$). This feeling of being blamed and misunderstood may have exacerbated their dehumanization, making them more isolated and helpless. The question 22 My family is not proud of my work. The high score ($M = 3.71$, $S.D. = 1.08$). This indicated that they also lacked support and recognition at the family level, which may have further deepened their dehumanization and teacher burnout.

From the statistical results, it can be seen that administrators at Guangxi Vocational College of Safety Engineering have a high level of burnout in the overall classification of teacher' burnout ($M = 4.03$, $S.D. = 1.03$).

Table 2 Current situations of teacher burnout of Guangxi Vocational College of Safety Engineering for administrators

Questions	n = 62		Level of burnout
	\bar{X}	S.D.	
Emotional exhaustion			
1) Every morning when I wake up and think of facing a day's work, I feel unhappy.	3.85	1.23	High
2) I frequently lose sleep over work-related matters.	4.18	1.14	High
3) I am exhausted every day after work.	4.23	0.98	High
4) I'm worried that this job will make me increasingly cold.	4.18	0.78	High
5) I don't think work is fun.	3.85	0.93	High
6) I am becoming increasingly indifferent to whether I have contributed to the organization.	4.16	1.10	High
7) I have not demonstrated my value in my work.	4.21	1.13	High
8) I have not accomplished many meaningful things in my work.	3.87	1.17	High
9) I think all my students are poor.	3.79	1.18	High
Total 1	4.04	1.07	High

Questions	n = 62		Level of burnout
	\bar{X}	S.D.	
Personal achievement			
10) Work makes me feel like I'm about to collapse.	4.06	1.19	High
11) I don't really like this school.	3.85	0.85	High
12) I'm not as passionate about my work as before.	3.61	1.23	High
13) I think facing work is like a routine.	3.97	1.04	High
14) I think I am not making useful contributions to the school.	4.37	0.81	High
15) In my opinion, I am not very good at my job.	4.34	1.06	High
16) I feel very unhappy when I fail to complete tasks assigned by my leader.	4.15	1.08	High
17) I do not believe I can effectively complete the work.	4.26	0.90	High
Total 2	4.08	1.02	High
Dehumanization			
18) I subjectively do not want to understand or approach teacher.	4.05	0.98	High
19) When I interact with teacher, the atmosphere is always tense.	4.02	1.12	High
20) I always don't care about teachers' feelings and needs.	4.24	0.84	High
21) My colleagues always blame me for the problems.	3.79	1.01	High
22) My family is not proud of my work.	3.71	1.08	High
Total 3	3.96	1.01	High
Total	4.03	1.03	High

Reasons for teacher burnout of Guangxi Vocational College of Safety Engineering for teachers

According to table 3, The influencing factors of teacher burnout of Guangxi Vocational College of Safety Engineering - organizational factors, teachers believe that the Highest reason for their high level of burnout is the unscientific and unreasonable rules and regulations formulated by the school ($M = 3.89$, $S.D. = 0.89$). For example, school rules and regulations stipulate that teachers must check the cleanliness of the classroom before class. If the classroom hygiene is not up to standard, it must be cleaned thoroughly before class can begin. During class, teachers must strictly control classroom discipline. When students fall asleep, play with their phones, or do not listen in class, teachers need to write a self-criticism. This has caused immense pressure on teachers at the Guangxi Vocational College of Safety Engineering, leading to a decline in their satisfaction with the school and an increase in turnover trends. The question 2 teachers always cannot arrange their work reasonably ($M = 3.79$, $S.D. = 0.98$), which is also one of the organizational factors that contribute to teacher burnout. The teachers of Guangxi Vocational College of Safety Engineering are responsible for a series of tasks such as teaching and educating students, scientific research projects, and teaching management, as well as the task of building a "dual high type university", which requires higher requirements for their personal educational and teaching abilities, information technology abilities, continuous innovation abilities, communication and coordination abilities. However, some teachers lack solid professional knowledge and abilities, which can lead to frustration in their work due to difficulties in effectively dealing with them.

In terms of recruitment factors, Teachers face significant pressure and systemic issues in professional title evaluations and promotions. Survey data reveals high stress levels due to opaque criteria (Question 6: $M = 3.89$, $SD = 0.96$), unreasonable promotion conditions (Question 4: $M = 3.85$, $SD = 1.01$), and flawed evaluation regulations (Question 5: $M = 3.72$, $SD = 1.14$). Evaluations demand excessive achievements (e.g., teaching workload, academic publications, leading projects, competition guidance, and certifications), often requiring disproportionate effort with uncertain outcomes. At Guangxi Vocational College of Safety

Engineering, promotions are influenced by leadership favoritism rather than transparent merit-based processes. This lack of clarity regarding vacancies, criteria, and decision-making erodes fair competition, exacerbates stress, and contributes to widespread professional burnout among teachers.

In terms of employment factors. Teachers at Guangxi Vocational College of Safety Engineering report low salaries (Q7: $M = 4.05$, $SD = 0.95$) and excessive workloads (Q9: $M = 4.03$, $SD = 0.99$). Over 60% earn below ¥5,000 monthly despite high demands, such as teaching 520 classes per semester (7 hours daily) and preparing new courses (5 hours daily). Leaders frequently assign ad hoc tasks that exceed job responsibilities in difficulty, compounding pressure. The combination of under compensation, overwhelming teaching duties, and poorly structured tasks exacerbates teacher burnout.

In terms of training factors. Teachers at Guangxi Vocational College of Safety Engineering report insufficient vocational training (Q12: $M = 4.58$, $SD = 0.66$) and limited professional development opportunities (Q10: $M = 4.46$, $SD = 0.88$). The institution prioritizes institutional rankings over teacher growth, offering minimal funding and reliance on basic, low-interaction online training. High workloads further reduce engagement in skill-building activities, leaving teachers underprepared and anxious. Career planning is vague (Q11: $M = 4.51$, $SD = 0.68$), with little institutional support for guidance or advancement. This neglect fosters distrust and disengagement, as teachers face unclear career trajectories and persistent stress, exacerbating burnout and hindering both personal and institutional progress.

In terms of evaluation factors. Teachers at Guangxi Vocational College of Safety Engineering face role conflicts and professional disengagement. Survey data reveals low alignment with their teaching profession (Q16: $M = 4.44$, $SD = 0.64$) and role confusion (Q17: $M = 4.37$, $SD = 0.81$). McClilan's "iceberg model" highlights that mismatches between teachers' capabilities/attitudes ("able to teach" vs. "willing to teach") and job demands lead to frustration and burnout. Many teachers lack fulfillment, professional identity, or competence, exacerbating psychological stress. Role complexity—balancing teaching, student care, parental expectations, and administrative tasks—creates internal conflict, especially among younger teachers (<30 years old). Idealistic new educators struggle with harsh realities (e.g., difficult students, unsupportive leadership), leading to disillusionment and fatigue. Teachers with lower titles or multiple responsibilities exhibit depersonalization traits, unable to reconcile overlapping roles, ultimately driving teacher burnout.

Table 3 Reasons for teacher burnout of Guangxi Vocational College of Safety Engineering for teachers

Questions	n = 217		Level of reasons
	\bar{X}	S.D.	
Organization			
1) Leaders often arrange work unreasonably.	3.66	1.03	High
2) I always cannot arrange my work reasonably.	3.79	0.98	High
3) The unscientific and unreasonable rules and regulations formulated by the school.	3.89	0.89	High
Recruitment			
4) Unreasonable conditions for promoting talents in schools	3.85	1.01	High
5) The school's regulations on the evaluation of professional titles are unreasonable.	3.72	1.14	High
6) I am under a lot of pressure for job title evaluation.	3.89	0.96	High
Employment			
7) The salaries and benefits of teachers in schools are not high.	4.05	0.95	High

Questions	n = 217		Level of reasons
	\bar{X}	S.D.	
8) The working environment and conditions provided by the school are relatively poor.	2.64	1.01	Middle
9) Teachers have high work intensity and long working hours.	4.03	0.99	High
Training			
10) Schools offer fewer opportunities for teachers to pursue further education and training.	4.46	0.88	High
11) Fuzzy career planning for teachers.	4.51	0.68	Highest
12) The school does not provide standardized vocational training.	4.58	0.66	Highest
Evaluation			
13) I cannot handle student management work well.	3.83	1.17	High
14) As a teacher, I feel a lot of pressure from performance evaluation.	3.70	1.14	High
15) Teachers' teaching work cannot receive objective and fair evaluation.	4.10	0.88	High
16) I don't agree with my own teaching profession.	4.44	0.64	High
17) I often feel lost when roles conflict in my work.	4.37	0.81	High
18) I can't handle various interpersonal relationships very well.	3.94	1.19	High
Total	3.97	0.94	High

Reasons for teacher burnout of Guangxi Vocational College of Safety Engineering for administrators

According to table 4, in terms of organization factors, the question 3 the unscientific and unreasonable rules and regulations formulated by the school. The highest score ($M = 4.55$, $S.D. = 0.64$). This indicated that in the cognition of the surveyed population, this was a prominent and common organizational factor issue. For example, the system established by the school stipulated that if administrators made a mistake during the work process, the school would impose punishment. The question 1 I always manage teachers and students poorly. The middle score ($M = 4.13$, $S.D. = 0.91$). This indicated that administrators have lacked scientific methods and tools in managing teachers and students, or might have had insufficient management abilities and lacked relevant professional knowledge background, leading to difficulties in management. The question 2 I always cannot arrange my work reasonably. The lowest score ($M = 3.97$, $S.D. = 0.85$). This indicated that there were problems with the improper design of the internal organizational structure of the school, such as unclear allocation of responsibilities and powers, excessive levels, and overlapping positions, which made it difficult for administrators to arrange and execute work.

In terms of recruitment factors. The question 6 I am under a lot of pressure for job title evaluation. The highest score ($M = 4.19$, $S.D. = 0.94$). This indicated that in terms of job title evaluation, administrators like teachers, faced strict assessment standards and competitive pressure. Due to the close relationship between professional titles and teachers' career development, salary and benefits, administrators were under great pressure in the evaluation of professional titles. This pressure came from multiple aspects such as strict evaluation standards, cumbersome evaluation processes, and limitations on job title quotas. The question 4 Unreasonable conditions for promoting talents in schools. The middle score ($M = 3.94$, $S.D. = 1.08$). This indicated that the promotion of administrators were similar to that of teachers, where leaders promoted talents from administrators they knew or had left a deep impression on them. This led to administrators not understanding the promotion criteria, which positions were vacant, and the basis for promotion decisions, which caused great damage to the entire competitive environment.

In terms of recruitment factors. The question 9 administrators have high work intensity and long working hours. The highest score ($M = 4.58$, $S.D. = 0.56$). The question 7 the salaries and benefits of Administrators in schools are not high. The middle score ($M = 3.95$, $S.D. = 0.86$). The question 8 the working environment and conditions provided by the school are relatively poor. The lowest score ($M = 2.45$, $S.D. = 0.95$). In Guangxi Vocational College of Safety Engineering, 58.07% of the administrators staff had a monthly salary of less than 5000 yuan, while their daily working hours were very long, reaching 10 hours. As an important place for education and scientific research, universities usually had higher requirements for administrators. Administrators not only needed to possess professional knowledge and skills but also had to undertake heavy management tasks, including coordinating resources from all parties and ensuring the smooth progress of teaching and research work. These high requirements led to significant work pressure for managers, resulting in teacher burnout.

In terms of training factors. The question 11 Fuzzy career planning for Administrators. The highest score ($M = 4.52$, $S.D. = 0.76$). Guangxi Vocational College of Safety Engineering placed too much emphasis on the comprehensive ranking of universities in its career planning, neglecting the development of administrators. It did not prioritize the career planning and development of administrators, nor did it provide a good platform or career development guidance for them. This led to occupational burnout among administrators. The question 10 schools offer fewer opportunities for Administrators to pursue further education and training. The middle score ($M = 4.05$, $S.D. = 0.86$). The question 13 the school does not provide standardized vocational training. The lowest score ($M = 3.69$, $S.D. = 0.88$). Guangxi Vocational College of Safety Engineering did not attach much importance to vocational training for administrators in their daily work, and the relevant funds were limited. Although administrators usually received unified training upon entry, some basic vocational skills and related teachings were completed by Guangxi Safety Engineering Vocational College itself. At the same time, due to the high work pressure, many trainings were completed online, which was much less interactive and interesting compared to offline training. The lack of training led to a lack of professional knowledge and skills among administrators, resulting in a lack of focus when completing their work and ultimately leading to teacher burnout.

In terms of evaluation factors. The question 18 I can't handle various interpersonal relationships very well. The highest score ($M = 4.32$, $S.D. = 0.67$). This indicated that administrators generally believed that they could not handle various interpersonal relationships well. This may have been due to deficiencies in personal personality, communication skills, or emotional management abilities, leading to difficulties in interpersonal communication and affecting job performance and satisfaction, resulting in teacher burnout. The question 14 As a Administrators, I feel a lot of pressure from performance evaluation. The highest score ($M = 4.19$, $S.D. = 0.97$). Performance evaluation, as an important part of management work, brings great pressure to administrators. This pressure comes from the strictness of school evaluation standards, the opacity of the evaluation process, and the impact of evaluation results on career development, which makes administrators feel anxious and uneasy about performance evaluations. The question 17 I often feel lost when roles conflict in my work. The middle score ($M = 4.16$, $S.D. = 0.93$). Administrators often felt confused when encountering role conflicts in their work. This was due to unclear job responsibilities, heavy tasks, or poor collaboration with other departments. Role conflicts made it difficult for administrators to balance the needs of all parties, affecting work efficiency and satisfaction. The question 15 administrators' work cannot receive objective and fair evaluation. The middle score ($M = 4.05$, $S.D. = 0.86$). Administrators believed that their work could not be objectively and fairly evaluated due to incomplete evaluation systems, unclear evaluation criteria, or subjective biases of evaluators. Unfair evaluations undermined the enthusiasm and work motivation of administrators, leading to teacher burnout. The question 16 I don't agree with my own profession. The lowest score (M

= 3.97, S.D. = 0.83). The question 13 I cannot handle management work well. The lowest score (M = 3.69, S.D. = 0.88). The two questions with the lowest scores respectively reflect the lack of professional identity and inadequate ability of administrators to handle management work. This may be due to a mismatch between personal interests and career, lack of management experience, or insufficient training. Lack of professional identity and management skills may lead to a lack of enthusiasm and motivation among administrators in their work, making it difficult for them to perform management duties and resulting in teacher burnout.

Table 4 Reasons for teacher burnout of Guangxi Vocational College of Safety Engineering for administrators

Questions	n = 62		Level of reasons
	\bar{X}	S.D.	
Organization			
1) I always manage teachers and students poorly.	4.13	0.91	High
2) I always cannot arrange my work reasonably.	3.97	0.85	High
3) The unscientific and unreasonable rules and regulations formulated by the school.	4.55	0.64	Highest
Recruitment			
4) Unreasonable conditions for promoting talents in schools.	3.94	1.08	High
5) The school's regulations on the evaluation of professional titles are unreasonable.	3.26	0.79	Middle
6) I am under a lot of pressure for job title evaluation.	4.19	0.94	High
Employment			
7) The salaries and benefits of Administrators in schools are not high.	3.95	0.86	High
8) The working environment and conditions provided by the school are relatively poor.	2.45	0.95	Low
9) Administrators have high work intensity and long working hours.	4.58	0.56	Highest
Training			
10) Schools offer fewer opportunities for Administrators to pursue further education and training.	4.05	0.86	High
11) Fuzzy career planning for Administrators.	4.52	0.76	Highest
12) The school does not provide standardized vocational training.	3.53	1.05	High
Evaluation			
13) I cannot handle management work well.	3.69	0.88	High
14) As a Administrators, I feel a lot of pressure from performance evaluation.	4.19	0.97	High
15) Administrators' work cannot receive objective and fair evaluation.	4.05	0.86	High
16) I don't agree with my own profession.	3.97	0.83	High
17) I often feel lost when roles conflict in my work.	4.16	0.93	High
18) I can't handle various interpersonal relationships very well.	4.32	0.67	High
Total	3.97	0.86	High

DISCUSSION & CONCLUSION

The overall phenomenon of teacher burnout among teachers and administrators at Guangxi Vocational College of Safety Engineering was very significant, reaching a high level of teacher burnout (teachers: mean = 3.86, standard deviation = 1.24, administrators staff: mean = 4.03,

standard deviation = 1.03). Teacher and administrator teacher burnout manifested in three dimensions: emotional exhaustion, personal achievement, and dehumanization. The degree of teacher burnout was higher in the personal achievement dimension than in the emotional exhaustion dimension and dehumanization dimension. Their burnout levels were as follows: personal achievement (mean = 3.99, standard deviation = 1.19), emotional exhaustion (mean = 3.83, standard deviation = 1.26), and dehumanization (mean = 3.76, standard deviation = 1.27). The degree of teacher burnout among administrators was also higher in the low Personal achievement dimension than in the emotional exhaustion dimension and dehumanization dimension. Their fatigue levels were as follows: personal achievement (mean = 4.08, standard deviation = 1.02), emotional exhaustion (mean = 4.04, standard deviation = 1.07), and dehumanization (mean = 3.96, standard deviation = 1.01). Teacher burnout impacted the physical and mental health, as well as the work status of faculty and staff, and schools should have paid sufficient attention to it.

The reasons for the teacher teacher burnout and administrators at Guangxi Vocational College of Safety Engineering were multifaceted, generally due to the effects of organizational factors, recruitment factors, employment factors, training factors, and evaluation factors. The organizational factors included: the rules and regulations formulated by the school were not scientific and reasonable; Teachers and administrators staff were always unable to arrange their work reasonably; The leader often arranged work unreasonably. Recruitment factors included: teachers and administrators staff felt that there was a lot of pressure in evaluating professional titles; Unreasonable conditions for promoting talents in schools; The school's regulations on professional title evaluation were unreasonable; Employment factors included: low salary and benefits for school teachers and administrators staff; Teachers and administrators staff had high work intensity and long working hours. Training factors included: the school had not provided standardized vocational training; There were few opportunities for teachers and administrators staff to receive further education and training in schools; The career planning of teachers and administrators personnel was vague. Evaluation factors included: teachers and administrators staff who did not identify with their profession; The role positioning of teachers and administrators personnel was vague; The work of teachers and administrators staff had not been objectively evaluated.

This article discusses five aspects: organization, recruitment, employment, training, and evaluation, mainly discussing intervention measures that can alleviate teacher burnout at Guangxi Vocational College of Safety Engineering. Including: Organizational aspect: Guangxi Vocational College of Safety Engineering can improve relevant systems, strengthen the construction of teaching staff, and teachers and administrators personnel need to establish a lifelong learning concept and continuously optimize their own knowledge and skills. In terms of recruitment, Guangxi Vocational College of Safety Engineering is promoting the reform of professional titles and optimizing the conditions for promoting talents. In terms of employment: Guangxi Vocational College of Safety Engineering optimizes the salary, benefits, and performance evaluation system for university teachers, clarifies the definition of teacher profession, and improves the statistics of teacher workload and working hours. Training aspect: Guangxi Vocational College of Safety Engineering optimizes teacher vocational training, and jointly develops scientific career plans with teachers. In terms of evaluation: Teachers need to optimize their professional knowledge, enhance their sense of self-worth, position themselves well, and handle interpersonal relationships with others correctly. Schools need to develop a reasonable and effective assessment and evaluation system.

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