

A study on the relationship between recovery experience and burnout among college teachers¹

Li Weifei , Luo Chuyi

Abstract: In recent years, the accelerated social transformation and the rapid development of colleges and universities have brought teachers greater occupational pressure, and burnout has become an important factor affecting the physical and mental health of college teachers and the quality of education, which in turn affects the healthy development of the whole education career. Based on the burnout theory, leisure theory and recovery experience theory, this study constructs a theoretical model of the influence of leisure welfare on teachers' burnout in colleges and universities. This study argues that this study, through the analysis of literature related to recovery experience, concludes that recovery experience can be used as an individual cognitive variable to study the relationship between college leisure benefits and teacher burnout, that is, college leisure benefits will have an impact on teacher burnout through recovery experience

I. INTRODUCTION

In recent years, the accelerated social transformation and the rapid development of colleges and universities have brought teachers greater occupational pressure, and burnout has become an important factor affecting the physical and mental health of college teachers and the quality of education, which in turn affects the healthy development of the whole education career (Chen Qi et al., 2007; Pan Yufeng et al., 2015), and how to alleviate college teachers' burnout has become an urgent problem to be solved. In the past, most of the scholars' studies on the mitigation strategies of teachers' burnout were

conducted from the work environment, and the factors of teachers' daily leisure life were rarely taken into account, and the continuity of teachers as a whole in time was artificially isolated by researchers, but in real life teachers' work and leisure life are not isolated, and the two are continuous and unified, and the bad emotions generated by teachers in their work will be brought to their On the contrary, leisure and relaxation behaviors in life can alleviate or eliminate burnout at work, which shows that teachers' daily leisure life has at least an empirical impact on their burnout. Based on this, this project selects two variables, leisure life style and leisure welfare, which are directly related to the daily leisure life of college teachers, and intends to investigate the relationship between college teachers' burnout, leisure life style and college leisure welfare, to study the influence mechanism of college leisure welfare and teachers' leisure life style on college teachers' burnout, and to propose an intervention path to alleviate college teachers' burnout based on this. In this way, we propose the intervention paths to reduce burnout of college teachers.

II. LITERATURE

Status and dynamics of research on burnout among college teachers

Scholars' research on teacher burnout mainly focuses on: 1) the harm of teacher burnout to education quality. From education to society as a whole, it is recognized that burnout is not only harmful to teachers themselves, but also directly affects teaching quality (Farber, 1991; Chen, Qi et al., 2007).

¹ [Funding] This study was funded by the Hunan Provincial Education Science "Thirteenth Five-Year Plan" 2016 Youth Special Funding Subjects "Research on the path of leisure welfare to alleviate teachers' burnout in colleges and universities" (to Li Weifei) (XJK016QXL003).

[Author Biography] LI Weifei (1987-), M, Jia County, Henan, China, lecturer of Xiangtan University, School of Business, Ph.D. in management, mainly in the field of leisure ; Luo Chuyi (2000-), F, Hengshan County, Hunan, China, undergraduate student of Xiangtan University, School of Business, Class of 2018.

(2) Manifestations of teacher burnout. Scholars have found that teacher burnout is manifested in four main areas: first, teachers' emotional exhaustion; second, teachers' interpersonal alienation; third, teachers' sense of meaninglessness in their work; and fourth, their sense of exhaustion in their knowledge (Maslach, 2001; Wang, Fang et al., 2004). (iii) Influencing factors. Professional characteristics, teachers are in multiple roles at work, making them prone to role conflict and ambiguity (Yang, 2004; Bulter, 2005); social factors, teachers carry high social expectations and a mismatch between the level of recognition and social rewards (Leithwood, 1999; Zeng, 2004); organizational factors, mainly student problems, work burden, freedom and autonomy, and organizational support (Haque, 2003; Xu, 2005); and personal factors, mainly teachers' personal self-esteem, self-confidence, and tendency to internal and external control (Gerva, 2003; Li, Xiyang et al., 2015). Research dynamics: ① Research on the concept and performance of teacher burnout has matured and the scope of research has been expanding, and research on the influencing factors is still the focus, and there is an urgent need for scholars to broaden the horizon of research and seek the influencing factors of teacher burnout from a broader perspective.

Status and dynamics of research on leisure life style

The concept of leisure life style is derived from the concept of life style, and with the increase of leisure factors in people's lives, life style researchers began to add leisure factors into life style and gradually formed leisure life style. B.G. Gunter and Nancy Gunter (1980) classified four types of leisure lifestyles based on the criteria of time structure and psychological involvement; Kelly (2012) classified leisure lifestyles in terms of freedom and meaning, and compared the differences between different leisure lifestyles. Cheng (2006) proposed a scale of leisure life styles, which contains six leisure life styles; with the quantification of leisure life styles, empirical studies of leisure life styles and variables such as quality of life and health began to appear (Jon-Son Cheng, and Ming-Ching Yang et al., 2011). The exploration of the relationship between leisure life styles and related variables has started to become a new direction of research; the exploration of the differences between different leisure life styles is the direction of future research on the refinement of leisure life styles.

Status and dynamics of leisure welfare research

At present, leisure welfare is only slightly involved in some human resource management-related studies, but it has not become the core issue of research, and representative studies include Westmark (2008), who argues that "leisure activities are infinite and limited only by the imagination of human resource managers"; Gokturk (2009) found that teachers' organizational commitment can be enhanced through, for example, physical activity; Pichot et al. (2009) studied how physical activity, as a common form of leisure, is an integral part of HRM practice and an effective tool. Research dynamics: The emergence of leisure well-being in HRM-related research indicates that leisure well-being has begun to attract the attention of scholars; viewing leisure well-being as an organizational intervention path to address HR problems is an important future research direction.

III. Theoretical Model

Effort-recovery theory (Meijman & Mulder, 1998), based on physiology, suggests that after making efforts to meet the demands of work (such as role ambiguity, role conflict, time pressure, excessive workload, and stressful work atmosphere), employees need to take appropriate breaks to bring the physical and mental systems back to baseline levels again and to recover from the adaptive physiological responses generated by work/workload response; however, if the physical and mental systems are not restored after the effort and the physical and mental systems are activated again before returning to baseline, the normal effort-recovery process will be hindered, and the effort-recovery process will trigger burnout if it is hindered for a long time, and according to the basic principles of effort-recovery theory, this study concluded that college leisure welfare is an important antecedent of burnout one of the dependent variables of burnout, and college leisure benefits will have a positive impact on teachers' burnout; however, the basic paradigm of leisure-work relationship research (L-O-W) clearly points out that it is meaningless to directly study the relationship between leisure-related variables and work-related variables, and the exploration of the relationship between the two requires the introduction of personal cognitive variables (O), and this study, through the analysis of literature related to recovery experience, argues that recovery experience can be

used as an individual cognitive variable to study the relationship between college leisure benefits and teacher burnout, i.e., college leisure benefits will have an impact on teacher burnout through recovery experience; in addition, individuals are influenced by the situational factors in which they are located to give specific meanings to work- and leisure-related concepts (Iso-Ahola, 2010), so the situational factors in which individuals are located should be considered to have a moderating effect on the relationship between college leisure benefits and In this study, three situational factors, namely, type of college, nature of work, and teachers' personal differences, were selected as situational factors, and the moderating effects of these three factors on the relationship between leisure benefits and teachers' burnout in colleges and universities were examined.

IV. Conclusion

Most of the previous studies by scholars on the factors influencing teachers' burnout have been conducted from the work environment, and the research on the relationship between leisure-related variables and teachers' burnout has been in isolation. This study attempts to break the separation between leisure-related variables and teachers' burnout, to establish the link between leisure and teachers' burnout through an empirical study on the relationship between leisure benefits, leisure lifestyle and teachers' burnout in colleges and universities, and to open a new window for research on the antecedents of teachers' burnout and intervention paths. Teacher burnout has become an important factor affecting the development of college education, but the burnout mitigation strategies proposed by scholars in the past lack proactive organizational intervention paths. This strategy can enable college administrators to actively intervene and alleviate the burnout of college teachers through leisure and welfare design, and ultimately achieve the purpose of improving the quality of college education.

V. REFERENCES

Bulter S K , Constantine G M .Collective self -esteem and burnout in professional school counselors[J].Professional School Counseling , 2005(9): 55-62

Chen, Qi, Liu, Rude. Contemporary educational psychology[M]. Beijing Normal University Press, 2007. p.

100-108

- Gokturk, S. "Does being leisure-oriented preclude a person's commitment to work?"[J]. Eurasian Journal of Educational Research, 2009, 9 (36), P.145-160
- Huang Yingzhong. Modern Human Resource Management [M] Taipei: Sanmin Shuji, 1997. p.235-247
- Jon-Son Cheng,and Ming-Ching Yang,Ping-Ho Ting,Wan-Lin Chen,Yi-Yu Huang. Leisure, Lifestyle and Health-Related Physical Fitness for College Students[J]. Social Behavior and Personality, 2011,39(3),321-332
- Kelly J R. Leisure[M]. Sagamore Publishing, 2012.p.57
- Maslach, C., & Jackson, S. E.. The Measurement of Experienced Burnout[J]. Journal of Occupational Behavior, 1981,2:99-113.
- Pichot, L., Pierre, J.& Burlot, F. "Management practices in companies through sport"[J]. Management Decision, 2009 , 47 (1):137-150
- Wang F, Xu Y. Professional depletion of primary and secondary school teachers and its relationship with social support[J]. Journal of Psychology,2004,36(5):568-574
- Zheng Jianxiong. Study on the relationship between leisure lifestyle and health of urban and rural residents[J]. Exercise and Recreation Research. 2008,2(3):65-77