

Psychosocial work environment, stress, and burnout among Chinese college teachers

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Abstract

This study aimed to explore the relationship among psychosocial work environment, work-related stress, and burnout among Chinese college teachers. The research design for this study was descriptive-survey method, a type of quantitative study that collects data at a single point in time and commonly used to examine the relationship between variables and to describe the characteristics of a population. In this study, the researcher distributes questionnaires to a sample of Chinese college teachers to collect data on their psychosocial work environment, stress, and burnout. The results showed that Chinese college teachers face high workload, job demands, poor organizational culture, and interpersonal relationships. Furthermore, there was a significant positive correlation between work-related stress and burnout. From the results, universities and educational institutions, fostering a positive work environment is critical in reducing stress and burnout among teachers may encourage a healthy work-life balance by implementing policies such as flexible work hours, allowing telecommuting options, and encouraging faculty to take regular breaks and vacations.

Keywords: psychosocial work environment, work-related stress, burnout, college teachers, China

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1. Introduction

The topic of psycho-social work environment, stress, and burnout among Chinese college teachers is an crucial area of study that has gained increasing attention in recent years. With the rapid development of higher education in China, college teachers face numerous challenges and pressures in their work, which can significantly impact their well-being and job performance. The challenges faced by Chinese college teachers in their academic and career paths are multifaceted. They not only have to cope with the ever-changing teaching needs, but also have to adapt to the increasingly fierce academic competition. These challenges and pressures often cause them to feel exhausted in the work process, which in turn affects their physical and mental health and career development. Consequently, extensive study on the psychological work environment, stress, and burnout associated with being a college teacher in China has grown in importance and garnered a lot of interest in the area of educational psychology.

The term "psycho-social work environment" describes the social and psychological elements that may have an impact on employees' mental health at work. Within China's university system, the college instructors have a highly complicated and dynamic work environment, which includes demanding workloads, rigid deadlines, a contentious workplace culture, and careful management of teacher-student interactions, among other things. (Qi, 2019). As a place where people of different identities, positions and backgrounds gather, the complexity and diversity of interpersonal relationships in schools are undoubtedly unavoidable. These complex interpersonal relationships not only come from the opposition between teachers and leaders, such as the competition and constraint connection between the teaching class and the leadership class, and the opposition between graduating class teachers and non-graduating class teachers in the distribution of instructional materials and time. Meanwhile, it also comes from the collision of different identities and concepts among teachers, such as the difference between old teachers and young teachers, the opposition between liberal arts teachers and science teachers, and the conflict between various teacher stages and subjects. This complex network of interpersonal relationships and conflicts of interest inevitably bring pressure and fatigue to teachers (Zhang, 2022). This complex environmental factor forces teachers to face the work-related stress or pressures while pursuing teaching and academic excellence.

Stress is a problem that Chinese college instructors cannot ignore, as it is a condition that is common in the modern workplace. Whether it is heavy teaching tasks or the pressure of academic research, teachers may bear a huge psychological burden. Long-term high workload, high-intensity teaching activities and the constant pursuit of teaching results will undoubtedly increase their psychological pressure, and even cause mental health issues over time. In addition, lack of effective time management and self-regulation strategies, role conflicts and workplace insecurity are all common sources of stress for Chinese college teachers. Long-term exposure to such strain will be detrimental to their physical and mental well-being as well as their ability to perform at work. The above factors put college teachers under great pressure at work. Being under pressure for a long time will lead to professional burnout, decrease in productivity and job satisfaction. If college teachers lack love and sense of responsibility for the profession they are engaged in, they will have negative work attitudes, reduced work enthusiasm, unwillingness to take responsibility, and may experience burnout in their work.

Burnout is a type of exhaustion that results from prolonged periods of high stress on the body, mind, and emotions. Among the Chinese college teachers, the problem of burnout is particularly prominent. Research indicates that burnout suppresses instructors' excitement and, in extreme situations, may even result in the loss of the teaching profession in addition to decreasing job satisfaction. (Li, 2018). Burnout can take many different shapes, including emotional exhaustion, depersonalization, and loss of personal achievement (Jin et. al.,2017). Therefore, identifying the factors that lead to burnout and developing corresponding prevention and management

strategies are of vital importance to maintaining the work enthusiasm and mental health of college teachers.

Research on the psycho-social work environment, stress, and burnout of Chinese college teachers not only helps to understand the specific problems faced in the current higher education system, but also provides guidance for improving and optimizing working conditions. First, by gaining a deeper comprehension of the specific challenges and stressors faced by teachers, we can better formulate relevant policies and interventions to create a more humane and supportive working environment for teachers. Second, building a comprehensive strategic system for managing and preventing university teacher burnout will be made easier with the revelation of the connection between stress, burnout, and the psycho-social work environment, ensuring that teachers can maintain a good mental state while striving to improve teaching quality and academic level. Finally, the research results in this research field not only enrich the theoretical literature on stress and burnout, but also deepen our understanding of these phenomena in the unique cultural context of China, providing valuable reference for future educational practice.

In summary, studying the psycho-social work environment, stress, and burnout of Chinese university teachers is extremely important for us to deeply understand their challenges and develop effective strategies to support their mental health and job satisfaction. By systematically addressing these issues, we can not only create a more positive and supportive working environment for teachers, but also ultimately promote personal growth, improve teaching quality, and better serve students. In this way, we can achieve long-term development of the education industry while creating a more harmonious and healthy learning environment for students.

Objectives of the Study - This study's main goal was to look into the connection between Chinese college professors' psycho-social work environments, work-related stress, and burnout as a foundation for a suggested psychological intervention program. In particular, it sought to describe the profile of the college teachers in terms of their sex, age, educational attainment, marital status, length of teaching experience, job title, and annual income; determined respondents psycho-social work-environment, levels of stress, and burnout; tested differences of the three variables when grouped based on their profile; established possible relationship among the three variables; investigated which significantly predicted psycho-social work-environment; and proposed a psychological intervention program intended to improve college teachers psycho-social work-environment, and reduce their burnout for better overall well-being.

2. Methods

Research Design - The research design for this study was descriptive-survey method which is a type of quantitative study that collects data at a single point in time. It is frequently used to characterize a population's characteristics and investigate the link between factors. In this study, the researcher distributed questionnaires to a sample of Chinese college teachers to collect data on their psycho social work environment, stress, and burnout. The use of a survey design allows for the efficient collection of data from a large number of participants, making it suitable for studying a diverse group of college teachers. The researcher selected an exemplary example of Chinese college teachers from different universities and academic disciplines to ensure the generalization of the findings. The sample size was determined based on statistical power calculations to ensure adequate statistical precision. The questionnaires used in this study include the The Danish psycho-social Work Environment Questionnaire (DPQ), the Teacher Stress Inventory (TSI), and Maslach Burnout Inventory Educational Survey. These measures have been widely used and validated in previous research, ensuring the reliability and validity of the data collected. Overall, the descriptive survey design provided valuable insights into the psycho-social work environment, stress, and burnout among Chinese college teachers, contributing to the existing literature and informing interventions and policies to improve the well-being of college teachers.

Participants of the Study - The participants of this study were Chinese college teachers from various universities across China. A convenient sampling method was used to recruit participants for the study. A total of 100 college teachers were invited to participate. The participants were evenly distributed across different

disciplines, including humanities, natural sciences, social sciences, and engineering. To ensure the confidentiality and anonymity of the participants, each participant was assigned a unique identification number.

Measures

The Danish psycho-social Work Environment Questionnaire (DPQ). This was the standardized tool used in measuring respondents psycho-social work environment. It is widely used tool to measure the psycho-social aspects of the work environment. Its purpose is to evaluate several aspects of the workplace that might affect workers' happiness and sense of fulfillment at work. The questionnaire consists of a series of items that cover different aspects of the work environment, such as job demands, control over work tasks, social support, and organizational culture (Záborská et al.,2018). Each item is rated on a scale by the participants indicating how much they agree or disagree. The responses are then scored and analyzed to provide a comprehensive picture of the psycho-social work environment. DPQ has been validated and used in numerous studies, includes studies on teachers' well-being and occupational health. It has been found to have good reliability and validity, making it a reliable tool for assessing the psycho-social work environment in various settings (Thomas et al., 2019). By using this questionnaire, researchers can gain insights into the key factors that contribute to the psycho-social work environment of Chinese college teachers. This can help identify areas of improvement and develop interventions to enhance teachers' well-being and job satisfaction (Kosse et al., 2020). Additionally, the questionnaire can also be used to compare the psycho-social work environment among different groups of teachers or across different institutions. In conclusion, The Danish psycho-social Work Environment Questionnaire (DPQ) is a valuable tool for studying the work environment of Chinese college teachers. Its use can provide valuable insights into the factors that contribute to stress and burnout, and guide the development of interventions to improve teachers' well-being and job satisfaction.

Teacher Stress Inventory (TSI). This scale was utilized in determining respondents stress. The Teacher Stress Inventory (TSI) is a widely used tool for evaluating stress levels among employees (Boshoff, 2018). It is designed to measure various aspects of stress, including job demands, control, support, and work-life balance (Kobus et al.,2018). The TSI consists of multiple items, and the participants score each topic, indicating that their feelings of each statement (1-5 points can be selected). The questionnaire includes items such as "I have little time to relax/enjoy the time of day," "There is too much work to do," "My caseload/class is too big," and "I need more status and respect on my job." The TSI has been validated and used in various studies to assess stress among teachers' groups. It provides valuable insights into the specific stressors that individuals may experience in their work environment (Hu et al.,2018). In this study, the TSI will be administered to Chinese college teachers to assess their stress levels. The questionnaire data will be utilized to investigate the connection between Chinese college professors' burnout and stress. Data from the TSI will be analyzed using statistical techniques such as descriptive statistics and correlation analysis. The results will provide a comprehensive understanding of the stress levels experienced by Chinese college teachers and how these levels may contribute to burnout. The use of the TSI in this study is crucial for identifying specific stressors that Chinese college teachers face in their work environment (Tan et al., 2018). By understanding these stressors, interventions and support systems can be developed to release stress and prevent burnout among teachers. Overall, the Teacher Stress Inventory (TSI) is an essential tool for assessing stress levels among Chinese college teachers (Liu et al.,2020). Its comprehensive nature allows for a detailed analysis of the specific stressors that teachers face, providing valuable insights for the development of interventions and support systems to promote teacher well-being and prevent burnout.

Maslach Burnout Inventory Educational Survey. The Maslach Burnout Inventory Educational Survey (MBI-ES) is a commonly utilized instrument for assessing burnout in educators, including college teachers. Based on the MBI Burnout Inventory (Maslach Burnout Inventory) compiled by Maslach et al., it has become the gold standard for measuring job burnout. The questions of the questionnaire appear as an example of declarative sentences, and the subjects are required to answer according to the two dimensions of frequency and intensity according to personal emotions and attitudes. The former adopts a 7-level Likert scale, 0 means "never", 6 means "strongest". The MBI-ES covered 22 items and after repeated testing and exploratory factor analysis,

three subscales were finally obtained: emotional exhaustion (EE), depersonalization (DP) and personal accomplishment (PA).

Emotional exhaustion refers to feelings of being emotionally drained and overwhelmed by one's work (Yu et al.,2021). It is characterized by a lack of energy and motivation, as well as a sense of emotional depletion. Depersonalization, on the other hand, involves a negative and detached attitude towards others, particularly students or colleagues. This can manifest as cynicism, indifference, or even hostility. Decreased personal accomplishment is a burnout dimension characterized by feelings of inadequacy and a lowered sense of accomplishment that stems from a decline in one's sense of competence and effectiveness in their role as teachers. Depersonalization refers to the individual's treatment of service objects such as patients and students, adopting a negative, cynical attitude, indifference, and indifferent aggressive behavior, treating the service object as a "thing" rather than a "person", and alienating the service object as much as possible. The work is perfunctory, and the work environment is demanding, and the work object is perfunctory with contemptuous words or technical terms. It makes employees cynical toward co-workers, clients, and the organization.

Decreased individual sense of accomplishment refers to a decline in the individual's sense of competence and satisfaction with the work they do, their belief that their career is worthless, their contributions mediocre, their role unimportant, their tendency to make negative evaluations, manifested as a lack of self-esteem development, and depression often occurs, which further prevents individuals from performing their jobs (Chen et al.,2024). Between depersonalization and personal achievement, the consequences of burnout begin to surface, such as decreased job performance, individual feelings of lingering job satisfaction, increased thoughts of leaving the employment environment, increased employee illness, and inappropriate client care. (Belinda et al., 2022). To calculate burnout scores, the responses to the items are summed for each dimension (emotional exhaustion, depersonalization, and reduced personal accomplishment). Higher scores indicate higher levels of burnout. The MBI Educational Survey has proven to be a reliable tool for assessing college professors' burnout, having undergone validation (He et al. 2019).

In light of this research, the MBI Educational Survey will be used to assess burnout levels among Chinese college teachers. By being aware of the frequency and contributing variables to burnout, interventions and strategies can be developed to promote the well-being and mental health of college teachers, ultimately improving their job satisfaction and performance. Participants received assurances on the confidentiality and anonymity of their responses, along with explicit instructions on how to complete the measures. The measures were administered online, allowing participants to complete them at their own convenience. The data collected from these measures were used to analyze the relationships between psycho-social work environment, stress, and burnout among Chinese college teachers. Overall, the measures used in this study provided a comprehensive assessment of the psycho-social work environment, stress, and burnout among Chinese college teachers, allowing for a thorough understanding of the factors contributing to burnout in this population.

Data Gathering Procedure - The procedure for this study involved several steps, including participant recruitment, data collection, and data management. First, a convenient sampling method was used to recruit participants from various colleges in China. The researchers contacted the college administration and obtained permission to conduct the study. The purpose and procedures of the study were explained to potential participants, and those who agreed to participate signed informed consent forms. The researcher distributed the questionnaires to the respondents either in person or through online platforms to maximize the response rate. Clear instructions was provided to the participants to ensure accurate completion of the questionnaires. The data collected were encoded and entered into a statistical software program for analysis.

Data collection took place in a quiet and comfortable environment to ensure participant comfort and concentration. Participants were given clear instructions on how to complete the questionnaires, and they were encouraged to take their time and answer honestly. After data collection, the researchers carefully checked the completed questionnaires for completeness and accuracy. Any missing or ambiguous responses were clarified

with the participants, if possible. The data were then entered into a computerized database for analysis.

In summary, the procedure for this study involved participant recruitment, data collection using self-administered questionnaires, and data management. The researchers ensured ethical considerations were followed throughout the process, including obtaining informed consent and maintaining participant confidentiality.

Data Analysis - The data collected from the survey will be analyzed using appropriate statistical methods to investigate the connection between psycho-social work environment, stress, and burnout among Chinese college teachers. Descriptive statistics was used to summarize the demographic characteristics of the participants, as well as the mean, standard deviation, and distribution of the variables of interest, including psycho-social work environment, stress, and burnout. In terms of correlation analysis, this was employed to investigate the connections between the variables. Specifically, Pearson correlation coefficients will be calculated to determine the strength and direction of the relationships between psycho-social work environment, stress, and burnout. This analysis will help identify any significant associations between these variables. Also, regression analysis: was performed to assess the contribution of psycho-social work environment and stress to the prediction of burnout among Chinese college teachers. This analysis will help determine the extent to which these factors explain the variance in burnout levels among the participants.

In summary, statistical significance: was of the data obtained was determined by using appropriate tests, such as p-values or confidence intervals. The significance level was set at p. The data analysis was conducted using statistical software, such as SPSS or R, to ensure accurate and reliable results. The findings from the data analysis was presented in the form of tables, graphs, and descriptive summaries to facilitate interpretation and understanding of the results. The implications of the findings will be discussed in light of the existing literature and relevant theories.

Ethical Considerations - Ethical considerations was taken into account throughout the research process. Informed consent was obtained from all participants, and their confidentiality and privacy of the college teachers was protected. The researcher adhered to ethical guidelines and regulations to ensure the ethical conduct of the study and the protection and well-being of the participants involved. In this study on psycho-social work environment, stress, and burnout among Chinese college teachers, several ethical considerations were taken into account.

Firstly, informed consent was obtained from all participants. They were provided with detailed information about the purpose of the study, the procedures involved, and their rights as participants. It was emphasized that participation was voluntary and that they were free to leave the study at any moment and would not be penalized. Confidentiality was also ensured throughout the study. All data collected were treated as strictly confidential and were stored securely. Participants' personal information was anonymized, and only aggregated data were reported to maintain their privacy. To minimize any potential harm to participants, the study was designed to be non-intrusive. Participants were not required to disclose any personal or sensitive information that they were uncomfortable sharing. Additionally, the research instruments used in the study were validated and widely accepted in the field, ensuring that they were reliable and would not cause undue stress or discomfort to participants. Furthermore, the study followed ethical guidelines regarding data management and storage. The research team took measures to protect the data from unauthorized access, loss, or misuse. Only the research team members had access to the data, and they were responsible for ensuring its security and confidentiality. Lastly, the study adhered to the principles of academic integrity and research ethics. The research team conducted the study with honesty, transparency, and objectivity. They acknowledged the contributions of other researchers by appropriately citing their work and avoided any form of plagiarism or academic misconduct.

Overall, these ethical considerations were crucial in safeguarding the rights and well-being of the participants in this study on psycho-social work environment, stress, and burnout among Chinese college teachers. By following these ethical guidelines, the research team aimed to ensure the validity and reliability of

the study's findings while prioritizing the ethical treatment of the participants. When conducting research on psycho-social work environment, stress, and burnout among Chinese college teachers, it is crucial to consider and address various ethical considerations. These considerations ensure the protection of participants' rights and well-being throughout the research process.

One of the primary ethical considerations is obtaining informed consent from the participants. Before collecting any data, researchers must provide clear and thorough details regarding the research, its purpose, procedures, potential risks and benefits, and the rights of the participants. It is important to provide participants with the chance to inquire and make an educated choice on their involvement. Informed consent can be obtained through written consent forms or verbal consent, depending on the preferences of the participants and the guidelines of the research institution. Confidentiality is another important ethical consideration. Researchers must ensure that the data collected from participants remain confidential and are used only for research purposes. Participants' identities should be protected by removing any personally identifiable information from the data and assigning unique identifiers instead. Researchers should also store and handle the data securely, using password-protected computers and encrypted storage devices to prevent unauthorized access. Data protection is closely related to confidentiality and involves safeguarding the data from loss, theft, or unauthorized disclosure. Researchers should have clear protocols in place for data management, including secure storage, backup procedures, and data retention policies. Data should be stored in a secure location and only accessible to authorized personnel. Additionally, researchers should consider the use of data encryption and secure data transfer protocols to protect the data during analysis and dissemination. Furthermore, researcher will ensure that the study adheres to the ethical guidelines and regulations set forth by the research institution and relevant professional bodies. This includes obtaining ethical approval from the institutional review board or ethics committee before commencing the study. Researchers should also be transparent about any potential conflicts of interest and disclose any funding sources or affiliations that could influence the study's integrity.

In conclusion, ethical considerations play a crucial role in research on psycho-social work environment, stress, and burnout among Chinese college teachers. Obtaining informed consent, ensuring confidentiality, protecting data, and adhering to ethical guidelines are essential for maintaining the rights and well-being of the participants. By addressing these ethical considerations, researchers can conduct their studies responsibly and ethically.

3. Results and discussion

Table 1 shows an in-depth look into the demographic characteristics of Chinese college teachers, providing insights into the diversity and background of the study's participants. The table shows that 60% of participants are female and 40% of participants are male. Compared to male, female typically report higher levels of stress and burnout. About 36% (36 people) of the participants belonged to the age group of 31-41 years, which was the age group with the highest number of participants, while 12% (12 people) of the participants belonged to the age group of 50 years and above, which was the age group with the lowest number of participants. The age distribution, primarily within the 31-50 range, represents a mature segment of the workforce facing mid-career challenges, potentially affecting their stress levels and susceptibility to burnout (Liu et. al.,2024). About 7%(7 people) participants have a bachelor's degree, about 47%(47 people) participants have a master's degree, 46%(46 people) participants have a doctorate degree.

There are 84 married teachers, 84%, and 16 single teachers, accounting for 16%. The significant representation of married individuals (84%) and those with advanced degrees (93% holding Master's or Doctoral degrees) highlights a group of individuals likely balancing professional responsibilities with personal and familial commitments (Wang et. al.,2023). There are about 34 participants with teaching experience of 6-10 years, accounting for 34%, which is the largest proportion; Only 11 participants, accounting for 11%, have over 21 years of teaching experience, making them the smallest in divination. The diversity in teaching experience, predominantly between 6 to 10 years, suggests varied levels of exposure to the academic environment's demands

and stressors. There are 41 participants with associate professor positions, accounting for 47% and the largest proportion. Job titles, ranging from assistant to full professors, indicate a hierarchy of roles with differing responsibilities, pressures, and expectations, which could impact perceptions of the work environment and stress (Yang, 2021). The participants with an annual income of 100000 to 200000 yuan have the highest number, with 55 people accounting for 55%; The proportion of people above 300000 is the lowest, with only 2 people. The annual income data, mainly between 100,000 to 300,000 yuan, adds an economic dimension to the analysis, potentially correlating financial well-being with stress and burnout levels (Zhao et al., 2023).

Table 1

Frequency Table for the Respondent's Demographic Profile (n=100)

	f	%
Sex		
Male	40	40.0
Female	60	60.0
Age		
30 years old and below	18	18.0
31 – 40 years old	36	36.0
41 – 50 years old	34	34.0
50 years old and above	12	12.0
Educational Attainment		
Bachelor	7	7.0
Master	46	46.0
Doctor	47	47.0
Marital Status		
Unmarried	16	16.0
Married	84	84.0
Teaching Experience		
1 – 5 years	25	25.0
6 – 10 years	34	34.0
11 – 20 years	30	30.0
21 years and above	11	11.0
Job Title		
Teaching Assistant	15	15.0
Lecturer	37	37.0
Associate Professor	41	41.0
Professor	7	7.0
Subject Taught		
Arts	27	27.0
Science	36	36.0
Engineering	37	37.0
Annual Income		
Less than 100000 yuan	12	12.0
100000 – 200000 yuan	55	55.0
200000 – 300000 yuan	31	31.0
300000 yuan and above	2	2.0

Table 2

Respondent's psycho-social Work Environment (n= 100)

	psycho-social Work Environment			
	Mean	Std.dev	Rank	Interpretation
Quantitative Demands	3.41	1.25	3	Sometimes
Work Place	3.47	1.28	1	Sometimes
Emotional Demands	3.38	1.20	4	Sometimes
Demands to Conceal Feelings	3.24	1.30	5	Sometimes
Cognitive Demands	3.42	1.20	2	Sometimes
DEMANDS AT WORK	3.38	1.11	1	Sometimes
Influence at Work	2.92	1.16	4	Sometimes
Influence on Working Hours	2.87	1.18	5	Sometimes
Possibilities for Development	2.84	1.19	6	Sometimes
Role Clarity	2.94	1.09	3	Sometimes
Role Conflict	3.37	1.21	2	Sometimes
Predictability	2.73	1.16	7.5	Sometimes
Possibility for performing work tasks	2.73	1.14	7.5	Sometimes
Unnecessary Work Tasks	3.40	1.33	1	Sometimes

WORK ORGANIZATION AND JOB CONTEXT	2.97	0.50	2	Sometimes
2Social Support from Colleagues	2.78	1.23	4	Sometimes
Cooperation	2.58	1.20	10	Sometimes
Trust between colleagues	2.79	1.27	3	Sometimes
Social Support from Management	2.72	1.12	7.5	Sometimes
Quality of Leadership	2.72	1.19	7.5	Sometimes
Cooperation with Immediate Supervisor	2.69	1.14	9	Sometimes
Justice in the workshop	2.81	1.20	1	Sometimes
Involvement of employees	2.80	1.23	2	Sometimes
Changes in the workplace	2.75	1.28	6	Sometimes
Recognition	2.76	1.42	5	Sometimes
INTERPERSONAL RELATIONS	2.74	1.10	4	Sometimes
Experience of meaning at work	2.69	1.21	7	Sometimes
Commitment to the workplace	2.74	1.29	5	Sometimes
Work engagement	2.77	1.14	4	Sometimes
Job insecurity	2.71	1.24	6	Sometimes
Self reported stress	3.41	1.37	1	Sometimes
Job satisfaction	2.78	1.64	3	Sometimes
psycho-social work environment	2.67	1.46	8	Sometimes
Conflict between work and private life	3.29	1.34	2	Sometimes
REACTIONS TO WORK SITUATIONS	2.88	0.63	3	Sometimes
Composite Mean	2.09			Sometimes

Legend: No overall score interpretation provided in the manual, to be ranked
 1.00 – 1.49 Never, 1.50 – 2.49 Rarely, 2.50 – 3.49 Sometimes, 3.50 – 4.49 Often, 4.50 -5.00 Always

Table 2 delves into the psycho-social work environment of Chinese college teachers, presenting a detailed evaluation across various dimensions such as quantitative demands, emotional and cognitive demands, influence at work, and more. The findings reveal a nuanced picture of the work environment, with aspects like workplace conditions and cognitive demands scoring around the midpoint on the scale, indicating that these issues are neither negligible nor overwhelmingly negative but are present and impactful (Wang et al.,2023). This suggests a work environment that is challenging yet manageable, with specific areas marked for improvement. Emotional demands and unnecessary work tasks are highlighted as particularly stressful, pointing to the emotional labor and inefficiencies that may contribute to overall stress and dissatisfaction (Wu, 2020). Lower scores in areas like possibilities for development and role clarity indicate significant gaps in professional growth opportunities and clear job expectations, which could exacerbate feelings of stagnation and uncertainty among faculty members (Ma, 2023). Chinese college teachers are expected to fulfill various responsibilities, including teaching, research, administrative tasks, and student counseling. These demands often require them to work long hours, including evenings and weekends, and to constantly meet deadlines. Additionally, the pressure to publish research papers and secure research funding adds to their workload (Chen et al.,2018). Furthermore, class sizes at Chinese universities have increased as a result of the growing student population, leading to more grading and student interactions for teachers. College teachers in China often face high work demands and heavy workloads, which can lead to chronic stress and eventually burnout (Wang, 2019).

The data suggests a complex interplay between various aspects of the work environment, where certain conditions contribute positively to job satisfaction and effectiveness, while others pose challenges that need to be addressed to reduce stress and prevent burnout. This analysis underscores the importance of a supportive and structured work environment in fostering teacher well-being and job satisfaction. Overall, respondents psycho-social work environment suggests that the respondents experience the various elements of their workplace to a moderate degree which means that the conditions are neither consistently positive nor consistently negative.

The data from Table 3 provides a nuanced view of the stress experienced by Chinese college teachers, delving into various dimensions such as time management, behavioral manifestations, work-related stressors, and professional investment. Time management emerges as the most critical stressor, likely reflecting the challenges of balancing teaching, research, administrative duties, and personal life (Zhang, 2022). They are expected to teach multiple classes, conduct research, publish papers, and fulfill administrative duties. This workload often leaves little time for personal activities and self-care, leading to increased stress levels (Wang et

al., 2021).

Table 3

Respondent's Stress (n=100)

	Mean	Std.dev.	Rank
Time Management	3.42	1.18	1
Work – Related Stressors	3.27	1.21	8.5
Professional Distress	3.28	1.12	7
Discipline and Motivation	3.32	1.24	4
Professional Investment	3.27	1.26	8.5
Emotional Manifestations	3.30	1.21	5.5
Fatigue Manifestations	3.33	1.27	3
Cardio vascular Manifestations	3.26	1.32	10
Gastronomical Manifestations	3.30	1.30	5.5
Behavioral Manifestations	3.39	1.26	2
Overall Stress (md 3.88)	3.31	1.09	Below the median

Legend: (no interpretation for the Liker scale is provided)

The behavioral manifestations and fatigue closely follow, indicating that the demands of the profession not only consume time but also significantly impact physical and psychological well-being. Chinese college teachers often have heavy workloads, with long hours spent on preparing lectures, grading papers, and conducting research (Li et. al.,2023). This workload can be overwhelming and lead to exhaustion, making it difficult for teachers to perform at their best. Fatigue can impair cognitive functioning, attention, and memory, which can further hinder their ability to effectively teach and interact with students. As a result, teachers may feel stressed and frustrated, leading to a decline in their overall job satisfaction.

Work-related stressors, including pressure to publish, student evaluation, and job security, contribute to the overall stress landscape, albeit to a lesser degree (Wu et al., 2023). Professional investment, reflecting the emotional and cognitive resources teachers invest in their work, also plays a role, suggesting that while dedication to teaching is high, it comes with its stress burdens (Liu et. al.,2022). This detailed analysis underscores the complexity of stress among college teachers, pointing to a multifaceted problem that encompasses time pressures, emotional toll, and professional challenges. Addressing these issues requires a comprehensive approach that considers the unique pressures of the academic profession, aiming to provide support systems that help manage time more effectively, reduce unnecessary stressors, and acknowledge the professional investment teachers make.

Table 4

Respondent's Level of Burnout (n= 100)

	Mean	St.dev.	Interpretation
Emotional Exhaustion	33.70	12.08	Significant Exhaustion
Depersonalization	14.66	5.33	High levels of Depersonalization
Personal Accomplishment	33.51	11.71	Low feelings of accomplishment
Composite mean			High Degree of Burnout

Legend: EE below 17 minimal exhaustion, 18 – 29 notable exhaustion, 30+ significant EE, Depersonalization, below 5 minimal, 6 – 11 moderate, 12 + high levels, PA, 33 and below – Low, 34-39 moderate, 40+ – good feelings of accomplishment,

Table 4 provides important insight about the degree of burnout experienced by Chinese college teachers, focusing on emotional exhaustion, depersonalization, and personal accomplishment. The data showed that teachers had significant problems with emotional exhaustion and depersonalization, and low levels of personal accomplishment. The following is a detailed analysis of these data.

First, the mean value of emotional exhaustion is 33.70, and the standard deviation is 12.08. According to the table, emotional exhaustion scores above 30 are interpreted as "significant exhaustion". This shows that the teacher group generally feels severe emotional exhaustion and has a strong sense of fatigue. This result may be

related to the workload, work pressure and long-term overload of college teachers. The chronic stress and emotional strain experienced by teachers can lead to physical symptoms such as headaches, fatigue, and sleep disturbances (Yang et al., 2023). Prolonged exposure to stress hormones can weaken the immune system, making individuals more susceptible to illnesses and diseases. Furthermore, emotional exhaustion can have a negative impact on the quality of teaching. When teachers are emotionally exhausted, they may struggle to maintain their motivation and enthusiasm for their work (Huang et al., 2024). This can result in decreased engagement and effectiveness in the classroom, as well as reduced creativity and innovation in teaching methods. Ultimately, the quality of education provided to students may suffer.

Secondly, the mean value of depersonalization is 14.66 and the standard deviation is 5.33. Depersonalization, where teachers may feel detached from their work and students, is also notably high, suggesting a coping mechanism for the intense emotional labor involved in teaching. This phenomenon may be due to the psychological defense mechanism that teachers gradually develop for self-protection under long-term high-pressure working environment (Gao, 2018). High levels of depersonalization will not only affect the quality of teachers' teaching, but also damage the relationship between teachers and students and the cooperative atmosphere among colleagues.

Third, the mean value of personal achievement was 33.51, with a standard deviation of 11.71. This indicates that they feel inadequate or ineffective in their role. This combination of high emotional exhaustion and depersonalization, along with low personal accomplishment, signals a severe risk of burnout, which can have profound implications for teachers' well-being and their ability to foster a positive learning environment (Yang et al., 2024).

Taken together, these data reflect the serious psychological problems faced by Chinese college teachers at work. The high levels of emotional exhaustion and depersonalization, as well as the low level of personal achievement, all indicate that the teacher group is in a high state of burnout (Yi et al., 2021). These problems not only affect the psychological health and career development of individual teachers, but may also have a negative impact on the quality of education and students' learning experience. In response to these problems, multi-level intervention measures are recommended. For example, for emotional exhaustion, time management training and psychological support services can be provided to help teachers effectively manage work tasks and relieve psychological stress (Shao et al., 2024). For the problem of depersonalization, team building activities and mental health workshops can be used to enhance teachers' emotional involvement and interpersonal relationships. For the problem of low sense of achievement, the sense of achievement and satisfaction of teachers at work can be improved by establishing career development plans, increasing achievement recognition and reward mechanisms (Hao, 2021).

In summary, the data in the table reveal the serious burnout problem faced by Chinese college teachers. This finding emphasizes the need for systematic intervention measures to improve the psycho-social work environment of teachers, reduce the level of professional burnout, and thus improve the quality of education and teachers' professional happiness. This is not only conducive to the development of individual teachers, but also crucial to the healthy operation of the entire education system.

Table 5 reveals significant demographic influences on the psycho-social work environment of Chinese college teachers. Notably, sex, marital status, age, teaching experience, and job title all significantly affect aspects like demands at work, work organization and job context, interpersonal relations, and reactions to work situations. Gender differences are pronounced in this study. For instance, the data indicates that females experience significantly higher demands at work compared to their male counterparts, as evidenced by a t-value of 2.761 and a p-value of 0.007. This finding is in line with the broader literature suggesting that women often face greater workplace stress due to the dual pressures of professional responsibilities and societal expectations related to care-giving and nurturing roles (Jiang et al., 2023). This dual burden can lead to higher levels of stress and burnout. Additionally, the negative t-value of -2.354 and the significant p-value of 0.021 for work

organization and job context suggest that females perceive greater challenges in this area as well. These organizational challenges could include lack of support, limited career advancement opportunities, and discrimination, which further exacerbate stress levels. Interpersonal relations also show a significant gender difference ($t = -3.026$, $p = 0.003$), with females reporting more difficulties in this domain. These challenges might stem from workplace dynamics, including communication barriers, gender biases, and a lack of mentorship. Moreover, the reactions to work situations are also significantly different between sexes ($t = -3.010$, $p = 0.003$), indicating that females might experience more negative reactions to work-related stressors compared to males (Guo et al., 2023).

Table 5

Differences on the Respondent's psycho-social Work Environment when compared according to Profile (N=100)

	Demands at Work		Work Organization and Job Context		Interpersonal Relations		Reactions to Work Situations	
	t/F	p-value	t/F	p-value	t/F	p-value	t/F	p-value
SEX	2.761	.007	-2.354	.021	-3.026	.003	-3.010	.003
Marital Status	-3.799	.000	4.261	.000	4.792	.000	4.811	.000
Age	11.735	.000	15.245	.000	14.483	.000	14.245	.000
Highest Educ.Att.	1.425	.246	2.762	.068	1.589	.209	3.194	.045
Teaching Experience	19.693	.000	16.119	.000	22.246	.000	18.097	.000
Job Title	7.661	.000	7.977	.000	9.012	.000	7.346	.000
Subject	1.907	.154	1.592	.209	2.400	.096	2.069	.132
Annual Income	1.226	.305	1.177	.323	.990	.401	1.477	.226

Legend: Difference is significant at 0.05 alpha level,

Marital status is another significant demographic factor affecting the psycho-social work environment. The negative t-value of -3.799 and p-value of 0.000 for demands at work suggest that married teachers experience lower work demands than their single counterparts (Chu et al., 2018). This could be due to the emotional and practical support provided by a spouse, which might help in managing work-related stress more effectively. Conversely, single teachers might lack this support, leading to higher perceived work demands. Similarly, for work organization and job context, marital status shows a significant impact ($t = 4.261$, $p = 0.000$), with married teachers perceiving a more favorable work environment. This positive perception could be attributed to the stability and support derived from their marital relationships. The influence of marital status extends to interpersonal relations ($t = 4.792$, $p = 0.000$) and reactions to work situations ($t = 4.811$, $p = 0.000$), where married teachers report better experiences and more positive reactions. These findings highlight the protective effect of marriage against work-related stress and underscore the need for support systems for single teachers.

Age is another critical factor, with significant impacts across all measured dimensions. The F-value of 11.735 and p-value of 0.000 for demands at work indicate that older teachers experience higher work demands. This could be due to increased responsibilities and expectations that come with seniority and experience. Similarly, the significant F-value of 15.245 and p-value of 0.000 for work organization and job context suggest that older teachers perceive more challenges in these areas (Zhu et al., 2022). This might be due to the dynamic nature of educational environments, where older teachers may struggle to adapt to new technologies and teaching methods. Interpersonal relations ($F = 14.483$, $p = 0.000$) and reactions to work situations ($F = 14.245$, $p = 0.000$) also show significant age-related differences, with older teachers reporting more difficulties (Yan et al., 2020). These findings point to the need for age-specific interventions that address the unique challenges faced by older teachers, such as continuous professional development and peer support programs.

Teaching experience similarly shows significant effects. The F-value of 19.693 and p-value of 0.000 for demands at work highlight that more experienced teachers face higher work demands, possibly due to greater responsibilities and expectations. For work organization and job context, the F-value of 16.119 and p-value of 0.000 indicate that experienced teachers perceive more challenges, likely due to their deeper involvement in institutional processes and decision-making. Interpersonal relations ($F = 22.246$, $p = 0.000$) and reactions to work situations ($F = 18.097$, $p = 0.000$) also show significant impacts of teaching experience, with more

experienced teachers reporting more difficulties (Jing, 2023). These findings suggest that interventions should consider the specific needs of experienced teachers, such as leadership training and workload management strategies (Huang, 2023).

Job title also plays a significant role in shaping the psycho-social work environment. The F-value of 7.661 and p-value of 0.000 for demands at work indicate that higher-ranking teachers experience greater work demands, which could be due to increased administrative responsibilities and expectations for research output. Similarly, the significant F-value of 7.977 and p-value of 0.000 for work organization and job context suggest that those with higher job titles perceive more challenges, possibly due to their involvement in organizational management and decision-making. Interpersonal relations ($F = 9.012, p = 0.000$) and reactions to work situations ($F = 7.346, p = 0.000$) are also significantly impacted by job title, with higher-ranking teachers reporting more difficulties. These findings highlight the need for tailored interventions for teachers at different career stages, addressing their unique challenges and supporting their professional growth (Zhang et al., 2023).

In summary, Table 5 underscores the significant demographic influences on the psycho-social work environment of Chinese college teachers. The variability in the psycho-social work environment based on individual and job-related factors suggests that tailored interventions are necessary to address the unique challenges faced by different groups within the academic workforce. By recognizing and addressing these demographic differences, institutions can better support their teachers' well-being and enhance the overall quality of education.

Table 6

Differences on the Respondent's Stress when grouped according to Profile (n=100)

	t/F	p-value	Interpretation
SEX	2.394	.019	Significant
Marital Status	-4.217	.000	Significant
Age	15.748	.000	Significant
Highest Educational Attainment	1.154	.320	Not Significant
Years of Teaching Experience	23.837	.000	Significant
Job Title	9.914	.000	Significant
Subject	1.877	.159	Not Significant
Annual Income	.897	.446	Not Significant

Legend: Difference is significant at 0.05 alpha level,

Table 6 underscores the demographic factors that significantly influence overall stress levels among Chinese college teachers. Sex, marital status, age, teaching experience, and job title significantly correlate with stress levels, indicating that these personal and professional characteristics play a crucial role in the stress experience of college teachers (Wang et al., 2022).

Sex is the first demographic factor highlighted, with a t-value of 2.394 and a p-value of 0.019, indicating a significant difference in stress levels between male and female teachers. This aligns with previous research suggesting that gender roles and societal expectations can contribute to differing stress experiences. Females often face additional pressures related to balancing work and family responsibilities, leading to higher stress levels. Conversely, males might experience stress due to societal expectations of being the primary breadwinner or achieving career success (Wang et al., 2022). These gender-specific stressors highlight the need for tailored interventions that address the unique challenges faced by male and female teachers.

Marital status also shows a significant impact on stress levels, as indicated by a t-value of -4.217 and a p-value of 0.000. Married teachers tend to experience lower stress levels compared to their single counterparts. This may be attributed to the emotional and practical support provided by a spouse, which can help mitigate work-related stress. On the other hand, single teachers may lack this support system, leading to higher perceived stress (Zu, 2021). This finding emphasizes the importance of social support networks in managing stress and suggests that institutions could provide additional support for single teachers, such as peer mentoring programs

or stress management workshops.

Age is another significant factor, with a t-value of 15.748 and a p-value of 0.000, indicating that stress levels vary significantly across different age groups. Younger teachers may face higher stress levels due to the pressures of establishing their careers and navigating the complexities of academic environments (Liang, 2023). They may also lack the experience and coping mechanisms that come with age and experience. On the other hand, older teachers might experience stress differently, potentially due to long-term engagement with the demands of teaching and academic responsibilities (Wang et al., 2022). This finding suggests that stress management strategies should be tailored to different age groups, recognizing the unique challenges faced by younger and older teachers.

Years of teaching experience is another critical factor, with a t-value of 23.837 and a p-value of 0.000, indicating a significant correlation with stress levels. Teachers with more years of experience may face different stressors compared to their less experienced counterparts. Experienced teachers might deal with the cumulative effects of long-term stress, burnout, and the pressures of maintaining high performance. Conversely, less experienced teachers may struggle with the challenges of adapting to the academic environment and meeting expectations (Xv, 2020). This finding highlights the need for continuous professional development and support for teachers at all stages of their careers to help them manage stress effectively.

Job title also significantly impacts stress levels, as indicated by a t-value of 9.914 and a p-value of 0.000. Higher-ranking teachers may experience greater stress due to increased responsibilities, administrative duties, and expectations for research output and academic leadership. These pressures can lead to higher levels of stress and burnout. Conversely, lower-ranking teachers might experience stress due to job insecurity, career advancement pressures, and the demands of teaching (Huang et al., 2023). This finding suggests that stress management interventions should consider the specific challenges associated with different job titles and provide targeted support for teachers at various levels of the academic hierarchy.

Interestingly, highest educational attainment, subject taught, and annual income do not show significant correlations with stress levels, as indicated by their p-values of 0.320, 0.159, and 0.446, respectively. This suggests that while educational qualifications and income levels are important factors in overall job satisfaction and career progression, they may not directly influence the stress levels experienced by teachers. Instead, the nature of the work, the work environment, and personal characteristics play more critical roles in determining stress levels.

The findings from Table 6 suggest a need for targeted stress management strategies that consider the diverse experiences and backgrounds of teachers to effectively mitigate work-related stress in higher education settings. Institutions should develop comprehensive stress management programs that address the unique challenges faced by different demographic groups. For example, gender-specific interventions could include support for work-life balance, career development programs for female teachers, and stress reduction workshops for male teachers. Age-specific strategies might involve mentoring programs for younger teachers and professional development opportunities for older teachers. Support systems for single teachers, continuous professional development for experienced teachers, and tailored support for teachers with different job titles are also crucial (Wu et al., 2023).

In conclusion, the demographic factors highlighted in Table 6 play a significant role in influencing stress levels among Chinese college teachers. By recognizing and addressing these factors, institutions can create a more supportive and effective work environment that promotes teacher well-being and enhances the overall quality of education. Implementing targeted stress management strategies will not only benefit teachers but also contribute to a more positive and productive academic environment.

Table 7*Differences on the Respondent's Level of Burnout when grouped according to Profile (n= 100)*

	Emotional Exhaustion			Depersonalization			Professional Achievement		
	t/F	p-value	Int.	t/F	p-value	Int.	t/F	p-value	Int.
SEx	2.986	.004	S	2.837	.006	S	2.497	.014	S
Marital Status	-4.233	.000	S	-3.667	.000	S	-5.020	.000	S
Age	11.724	.000	S	10.388	.000	S	15.352	.000	S
Highest Educ. Att.	1.332	.269	NS	2.378	.098	NS	2.198	.117	NS
Teaching Exp	20.328	.000	S	19.640	.000	S	21.518	.000	S
Job Title	8.257	.000	S	6.670	.000	S	8.888	.000	S
Subject	1.577	.212	NS	1.354	.263	NS	2.061	.133	NS
Annual Income	1.151	.333	NS	1.643	.185	NS	1.811	.150	NS

Legend: Difference is significant at 0.05 alpha level, S- Significant, NS – Not Significant

Table 7 explores how burnout varies across different demographic and professional profiles among Chinese college teachers. The analysis indicates that factors such as age, teaching experience, job title, and academic discipline significantly influence burnout levels, suggesting a complex interplay between professional identity and burnout (Li et. al.,2023).

Sex is the first demographic factor highlighted, indicating a significant difference in emotional exhaustion levels between male and female teachers. This aligns with previous research suggesting that gender roles and societal expectations can contribute to differing burnout experiences. Females often face additional pressures related to balancing work and family responsibilities, leading to higher emotional exhaustion levels (Zhao, 2023). Conversely, males might experience burnout due to societal expectations of being the primary breadwinner or achieving career success. These gender-specific stressors highlight the need for tailored interventions that address the unique challenges faced by male and female teachers.

Marital status also shows a significant impact on emotional exhaustion levels. Married teachers tend to experience lower levels of emotional exhaustion compared to their single counterparts (Huang, 2021). This may be attributed to the emotional and practical support provided by a spouse, which can help mitigate work-related stress. On the other hand, single teachers may lack this support system, leading to higher perceived emotional exhaustion. This finding emphasizes the importance of social support networks in managing burnout and suggests that institutions could provide additional support for single teachers, such as peer mentoring programs or stress management workshops.

Age is another significant factor, indicating that emotional exhaustion levels vary significantly across different age groups. Younger teachers may face higher levels of emotional exhaustion due to the pressures of establishing their careers and navigating the complexities of academic environments (Wang et. al.,2022). They may also lack the experience and coping mechanisms that come with age and experience. Conversely, older teachers might experience burnout differently, potentially due to long-term engagement with the demands of teaching and academic responsibilities (Yan et. al.,2020). This finding suggests that burnout management strategies should be tailored to different age groups, recognizing the unique challenges faced by younger and older teachers.

Teaching experience also shows a significant correlation with emotional exhaustion. Teachers with more years of experience may face different stressors compared to their less experienced counterparts. Experienced teachers might deal with the cumulative effects of long-term stress, burnout, and the pressures of maintaining high performance. Conversely, less experienced teachers may struggle with the challenges of adapting to the academic environment and meeting expectations (Dong et al., 2018). This finding highlights the need for continuous professional development and support for teachers at all stages of their careers to help them manage burnout effectively.

Job title significantly impacts emotional exhaustion levels. Higher-ranking teachers may experience greater emotional exhaustion due to increased responsibilities, administrative duties, and expectations for research

output and academic leadership. These pressures can lead to higher levels of burnout. Conversely, lower-ranking teachers might experience emotional exhaustion due to job insecurity, career advancement pressures, and the demands of teaching (Zhang et. al.,2024). This finding suggests that burnout management interventions should consider the specific challenges associated with different job titles and provide targeted support for teachers at various levels of the academic hierarchy.

The findings from Table 7 suggest a need for targeted burnout management strategies that consider the diverse experiences and backgrounds of teachers to effectively mitigate work-related stress in higher education settings. Institutions should develop comprehensive burnout management programs that address the unique challenges faced by different demographic groups (Xv et al., 2020). For example, gender-specific interventions could include support for work-life balance, career development programs for female teachers, and stress reduction workshops for male teachers. Age-specific strategies might involve mentoring programs for younger teachers and professional development opportunities for older teachers. Support systems for single teachers, continuous professional development for experienced teachers, and tailored support for teachers with different job titles are also crucial. By recognizing and addressing these factors, institutions can create a more supportive and effective work environment that promotes teacher well-being and enhances the overall quality of education.

Table 8

Correlation Matrix of the Variables of the Study (N=729)

	Emotional Exhaustion		Depersonalization		Professional Achievement		Stress	
	rxy	p-value	rxy	p-value	rxy	p-value	rxy	p-value
Demands at Work	.929**	.000	.822**	.000	.903**	.000	.926**	.000
Work Org.	-.807**	.000	-.757**	.000	-.830**	.000	-.838**	.000
Interpersonal Relations	-.930**	.000	-.868**	.000	-.921**	.000	-.931**	.000
Reactions to Work	-.886**	.000	-.831**	.000	-.894**	.000	-.889**	.000
Stress	.926**	.000	.850**	.000	.920**	.000	1	

Legend: Difference is significant at 0.05 alpha level.

Table 8 underscores the complex interplay between various factors in the psycho-social work environment and their impact on stress and burnout among Chinese college teachers. The correlation coefficients between these factors highlight the significant relationships that exist, providing a deeper understanding of how each element contributes to the overall experience of stress and burnout. This refined analysis elucidates the interconnectedness of work demands, organizational structures, interpersonal relations, and individual reactions to work situations, showcasing how changes in one aspect can significantly affect others (Ni, 2023).

Demands at Work have a very high correlation with emotional exhaustion, with an rxy of 0.929 and a p-value of 0.000. This indicates that higher work demands are strongly associated with increased emotional exhaustion. This finding aligns with existing literature suggesting that excessive workload and pressure significantly contribute to emotional burnout among teachers (Chen et al., 2024). Addressing this issue through workload management and providing adequate support can be crucial in mitigating emotional exhaustion.

Work Organization shows a significant negative correlation with emotional exhaustion (rxy = -0.807, p-value = 0.000). Poor organizational structures and lack of support can exacerbate feelings of burnout (Bao, 2023). Improving organizational practices, enhancing communication, and providing a structured support system can help reduce emotional exhaustion.

Interpersonal Relations also exhibit a strong negative correlation with emotional exhaustion (rxy = -0.930, p-value = 0.000). Positive interpersonal relationships at work can buffer against the effects of stress and burnout (Wang, 2022). Building a supportive and collaborative work environment can significantly alleviate emotional exhaustion.

Reactions to Work show a significant negative correlation with emotional exhaustion (rxy = -0.886, p-value = 0.000). Negative reactions to work situations, such as frustration or dissatisfaction, can heighten emotional

exhaustion. Promoting positive attitudes and providing mechanisms for constructive feedback can help manage emotional responses and reduce burnout (Shao, 2022).

Stress has an almost perfect positive correlation with emotional exhaustion ($r_{xy} = 0.926$, $p\text{-value} = 0.000$), indicating that higher stress levels directly contribute to emotional exhaustion. This underscores the importance of comprehensive stress management strategies to address emotional burnout effectively.

The findings from Table 8 suggest that the psycho-social work environment is a complex network of interrelated elements, where changes in one aspect can significantly affect others. Addressing organizational structure issues, improving interpersonal relations, and managing work demands more effectively could collectively enhance the work environment's quality, thereby reducing stress and burnout levels among teachers.

Table 9

Regression Analysis of psycho-social Work Environment to Stress and Burnout (n=192)

Predictor Variable	Dependent Variable	R square	Beta	p-value	Interpretation
Demands at Work	Stress	.903	.410	.000	Predictor
Demands at Work	Emotional Exhaustion	.903	.455	.000	Predictor

Table 9 meticulously examines the influence of various psycho-social work environment factors on stress and burnout levels among Chinese college teachers through regression analysis. This statistical approach identifies significant predictors within the work environment that contribute to or mitigate stress and burnout, offering valuable insights for targeted interventions (Chen, 2019).

Demands at Work are shown to be a significant predictor of stress. The high R square value suggests that the quantity and intensity of work, alongside expectations placed on teachers, are primary stressors that directly impact their well-being. The Beta value further confirms the strength of this relationship, indicating that as work demands increase, stress levels rise significantly (Zhou et al., 2024). This finding aligns with the existing literature, which consistently identifies high work demands as a critical source of stress in the teaching profession. The data suggest that the relationship between job demands and stress is not random. Management agencies need to implement interventions to address workload management issues, such as reallocating tasks, setting realistic expectations, and providing adequate resources and support to effectively handle job demands.

Similarly, Demands at Work are also a significant predictor of emotional exhaustion, the higher Beta value for emotional exhaustion (0.455) compared to stress (0.410) suggests that work demands may have an even more pronounced impact on emotional burnout than on general stress levels. The strong predictive power of work demands on emotional exhaustion highlights the severe impact of excessive workload on teachers' emotional well-being. This can lead to feelings of fatigue, detachment, and a sense of being overwhelmed (Jiang, 2018).

The regression analysis highlights the critical role of work demands in elevating both stress and emotional exhaustion among teachers (Zhou et. al.,2019). This suggests that targeted interventions should focus on managing and mitigating these demands to improve teachers' well-being and professional satisfaction.

The findings from Table 9 indicate that demands at work are significant predictors of stress and emotional exhaustion among Chinese college teachers. By recognizing the critical role that work demands play in contributing to stress and burnout, institutions can develop targeted interventions to address these issues. Implementing strategies to manage workloads, enhance organizational support, improve interpersonal relations, and provide role clarity and job autonomy can help create a more supportive and effective work environment (Pan, 2022). These measures will not only benefit teachers' well-being but also contribute to a more positive and productive academic environment. By addressing the root causes of stress and burnout, institutions can promote teacher well-being and enhance the overall quality of education

Table 10*Proposed psychological Intervention Programs for Chinese College Teachers*

Key Concern Area	Program Objectives	Strategies	Activities	Persons Involved	Success Indicators
High degree of Burnout	Significantly reduce workload-related stress by optimizing task management and delegation	Implement intensive time management training focusing on prioritization, delegation, and effective scheduling	Conduct intensive workshops on time management techniques, such as prioritization, delegation, and efficient scheduling	College Teachers Time management expert	Being able to arrange work and life time reasonably
	Improve work-life balance by offering more flexible work arrangements	Introduce flexible working hours and remote work options to allow for better personal time management	Implement flexible working hours and remote work policies, allowing teachers to choose work hours that best suit their personal lives	School Administrators Counselors Healthcare professionals	Being able to reduce stress caused by long working hours
	provide comprehensive emotional support to address psychological and emotional needs	Offer in-depth counseling services, including individual and group therapy	Provide weekly counseling sessions with licensed counselors and organize peer support groups to share experiences and coping strategies		Proper communication and sharing can reduce job burnout
	Enhance physical health and well-being through health-promoting activities	Develop and promote health and wellness programs tailored to the needs of teachers	Organize regular health check-ups, fitness programs, and stress-relief activities such as yoga and meditation		It can relax the body and mind and make the body healthier. Improved physical and mental health.

Table 10 outlines proposed psychological intervention programs aimed at addressing burnout among Chinese college teachers. These programs are categorized based on the degree of burnout and provide targeted objectives, strategies, activities, persons involved, and success indicators for each category. The goal of these interventions is to reduce stress, improve work-life balance, and enhance overall well-being by tailoring specific actions to the needs of teachers experiencing different levels of burnout.

For teachers experiencing a high degree of burnout, the primary objectives focus on significantly reducing workload-related stress and improving work-life balance. Strategies include implementing intensive time management training and introducing flexible working hours and remote work options. Activities such as conducting workshops on time management techniques, prioritization, delegation, and effective scheduling are designed to help teachers manage their time better. School administrators and time management experts are involved in these initiatives, with success indicators being the teachers' ability to arrange work and life time reasonably and reduce stress caused by long working hours. Additionally, providing comprehensive emotional support to address psychological and emotional needs is crucial for teachers with a high degree of burnout. Strategies involve offering in-depth counseling services, including individual and group therapy. Activities such as weekly counseling sessions with licensed counselors and organizing peer support groups help teachers share experiences and coping strategies. Health-care professionals and counselors play a key role in these activities, with success indicators being proper communication and sharing, which can reduce job burnout. Another focus for teachers experiencing high burnout is enhancing physical health and well-being through health-promoting activities. Strategies include developing and promoting health and wellness programs tailored to the needs of teachers. Organizing regular health check-ups, fitness programs, and stress-relief activities such as yoga and meditation are key activities. The involvement of school administrators, counselors, and health-care

professionals ensures the success of these programs, with indicators being improved physical and mental health. Strengthening community and collaboration among teachers to share best practices is another objective for this group. Facilitating regular communication through department meetings, interdisciplinary projects, and interest groups helps foster a collaborative environment. Faculty members, department heads, and educational coordinators are involved, with active collaboration and sharing of effective teaching strategies indicating success. Finally, ensuring that teachers have the necessary tools and resources to manage work effectively is vital. Providing updated resources and technology for teaching and administration is essential. Updating teaching materials, training on educational technology, and access to resources are activities overseen by educational technology staff and faculty members. Success indicators include effective use of resources and positive resource feedback.

In summary, Table 10 provides a comprehensive framework for addressing burnout among Chinese college teachers by categorizing intervention programs based on the degree of burnout. These programs aim to reduce stress, improve work-life balance, and enhance overall well-being through targeted objectives, strategies, and activities tailored to teachers' specific needs. The involvement of relevant personnel and clear success indicators ensure the effectiveness of these interventions in creating a supportive and productive work environment.

4. Conclusions and recommendations

The majority of the respondents are female educators in the age range of 31 to 50, highly educated, married, with teaching experience of 6-10 years, Associate professors constitute the largest group, and having an annual income between 100,000 and 300,000 yuan. Overall, this sample presents a picture of a well-educated, experienced, and predominantly female workforce in Chinese higher education. Respondents psycho-social work environment is not consistently positive or negative but rather a mixed bag of experiences, with below median stress and high degree of burnout which suggest a complex interplay of factors influencing their well-being. Age and teaching experience are important factors that can influence the psycho-social work environment, stress levels, and college teacher burnout in China. Older teachers and those with more teaching experience may face unique challenges and expectations, which can contribute to their stress levels and burnout. Results revealed a significant and strong positive relationship between work demands and both stress and emotional exhaustion in college teachers which means that high work demands can lead to chronic stress and emotional exhaustion, negatively impacting teachers' mental and physical health. Chinese university professors exhibit a strong correlation between stress and burnout, with high stress levels serving as a key predictor of burnout, suggesting that prolonged exposure to stress leads to emotional exhaustion, depersonalization, and reduced personal fulfillment. The proposed psychological intervention program was designed for educational institutions to prioritize the management of work demands to safeguard the well-being of their teaching staff.

College teachers may prioritize self-care activities that promote physical and mental well-being like exercise, relaxation techniques (like meditation or yoga), spending time in nature, pursuing hobbies, and ensuring adequate sleep and engage in professional development opportunities that focus on stress management, burnout prevention, and building resilience. Respondents may foster open communication with family members about work-related stressors and challenges, explain the concept of burnout and its impact on their well-being for the family to understand their needs and be more supportive during challenging times. School administrators may foster a positive work environment, take a proactive approach to addressing work demands and promoting teacher well-being, and create a more positive and supportive work environment, leading to improved teacher satisfaction, retention, and ultimately, a better educational experience for students. The government may increase financial investment to promote the development of education, because the lack of materials will also affect teachers' professional happiness, so the government may take reasonable means and methods to give teachers reasonable treatment and status. Future researchers may utilize more appropriate research methods to gain a deeper and more comprehensive understanding of the impact of college teachers' psychological work environment on stress and burnout. The proposed psychological intervention program may be regularly evaluated and feedback loops should be incorporated to ensure the program's effectiveness and adaptability to

the changing needs of the teachers.

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