

Causes And Influencing Factors For Job Burnout Of Professional Values In Higher Vocational Teacher

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Abstract

In this study, 275 higher vocational teachers from Shaanxi province serve as the subjects. Cluster analysis, multiple variance analysis, logistic regression, and other statistical investigations are carried out with SPSS. The study is based on the personal center perspective. The findings pointed to the fact that, with a burnout rate of 58.2 percent, higher vocational teachers fall into the category of having mild levels of job exhaustion. There are three categories of professional values held by those who teach in higher vocational schools: the survival type (14.9 percent), the common type (65.8 percent), and the development type (19.3 percent). The percentage of teachers who experience burnout is lowest among those who hold progressive professional values, and the incidence of burnout among these teachers is just 45.1% of that of survival instructors. There is a large amount of variation in the kinds of professional values held by different sorts of educators, each of whom possesses their own unique qualities. This study offers some suggestions on the formation of positive professional values by both schools and individuals. These proposals are based on the findings of empirical research that was conducted.

I Introduction

The term "job burnout" was first proposed by Freudenberg [1], and was used to refer to the psychological symptoms related to chronic stress in the medium and long term. Subsequently, Maslach conducted further research on this issue with those in the service industry. He came up with a definition of burnout that had three parts: emotional exhaustion, cynicism or depersonalization, and less personal fulfillment. Emotional exhaustion is the most basic individual stress dimension in burnout and refers to the feeling that one's emotional and physical resources are depleted. The cynical (or depersonalized) component represents the interpersonal contextual dimension of burnout. A decreased sense of achievement represents a self-evaluated dimension of job burnout, referring to feelings of incompetence, lack of achievement, and productivity at work. In recent years, most of

the research related to job burnout has been based on the theory of Maslach. There is a process in the generation of job burnout. Increased efforts to cope with external demands can lead to emotional exhaustion. Emotional exhaustion is the result of emotional exhaustion, which in turn leads to a decrease in personal achievement and aggravates emotional exhaustion in a vicious circle. Occupational burnout will not only lead to the decline of work ability and work performance [2], but also adversely affect the physical and mental health of individuals [3], and affect employees' interpersonal relationships and job satisfaction [4]. Occupational burnout will lead to an increase in absenteeism and turnover rate, which will ultimately adversely affect the overall interests of society. Most of the time, the causes and factors that lead to job burnout fall into two categories: situational and personal.

Among the situational factors, workload and social support levels are the most studied, and other factors include job security, compensation, and rewards. Among the individual factors, personality type, personality traits, self-efficacy, and age are more commonly studied, and other factors include gender, marital status, and so on. We looked at the causes and factors that affect job burnout so that we could take targeted steps to prevent or reduce it.

Workloads include physical, psychological, and contractual loads (referring to working hours and work schedules), which all affect employees. High levels of workload can lead to burnout and, ultimately, absenteeism, job disability, and turnover. Physical load refers to the health and safety risks that an individual encounters in the workplace, such as high noise, manual handling, dust, vibration, heat, cold, smoke, toxic gases, and other harmful factors. Studies have shown that heavy physical loads can lead to

Severe job burnout [5] In addition to the higher requirements for employees' knowledge and skills, many jobs also include psychological requirements, mainly referring to emotional requirements, that is, the ability to adjust and control one's own emotions in order to achieve the purpose of work. Spelman [6] initially called this emotional requirement "emotional labor." When employees need to regulate or suppress their emotions for compensation, they pay for emotional labor [7]. Studies have found that high emotional load promotes job burnout. Although workers in various industries can experience burnout [8], the risk of burnout is relatively high for workers in the service industry [9]. Because most service industries will improve efficiency by controlling or regulating employees' emotions, this will lead to excessive stress and conflict for employees and even cause psychological and physical harm. There is also a significant positive correlation between contract load and other variables, such as working hours and job backlog. Long working hours and heavy work schedules will lead to exhaustion of employees' mental and physical strength. In addition, if they

do not get enough rest, it is difficult to recover their energy and physical strength, which is also easy to cause employees. Emotional exhaustion and negative job burnout. In general, the longer the working hours and the heavier the work schedule, the higher the risk of employee burnout [10-11, 44-45].

Levels of Social Support There are various definitions of social support, the common feature being the link between the availability of external resources and social relations. The first kind is objective, visible, or real support, which includes things like direct material help, being there, and taking part. The other categories are subjective emotional support and experiential emotional support, which refer to the emotional experience and satisfaction of individuals who are respected, supported, and understood in society and are closely related to the individual's subjective feelings. Perceived objective support focuses on providing employees with practical support or assistance, while emotional support can provide psychological help. A high level of social support is conducive to employees' sense of trust, organizational identity, and long-term commitment [13]. Social support can also provide resources that enable professionals to achieve work goals [14]. Erdur et al. [15] found that work resources (leadership, support from friends or family, and access to opportunities) were strongly associated with low emotional exhaustion and high personal fulfillment. Studies have found that social support can reduce the impact of workplace violence on burnout [16], and conversely, for employees with low levels of social support, the association between work environment insecurity and low work engagement is stronger [17]. Some studies have found that improving the level of social support can reduce the impact of work-family conflict on job burnout [18]. Yang et al. [19] pointed out that without adequate social support, employees may face a higher risk of burnout due to long-term work stress. Therefore, social support can both increase personal fulfillment by directly providing resources and indirectly reduce the risk

of burnout by reducing the impact of adverse factors. Other factors Burnout is also linked to job insecurity, low pay, low rewards, unfairness, not getting feedback on time or not getting enough feedback, workplace violence, etc.

Although most burnout research has focused on situational factors, individual differences also play an important role in the development of burnout. In fact, this has been reported in many studies over the past 20 years, and several systematic reviews and meta-analytical studies have also highlighted the role of individual factors [20–21]. Most research on individual differences looks at how these factors affect situational factors. Personality type, personality traits, self-efficacy, and age are some of the individual factors that have been studied the most.

Personality type research shows that job burnout is inseparable from individual personality type [22]. Type A personality, defined by Chida [23], describes such a type of person: impulsive, competitive, aggressive, impatient, more prone to symptoms of coronary heart disease, and type A personality individuals have difficulties coping with work stress. Previous studies have shown that a linear combination of Type A personality and job characteristics is significantly associated with job stress. Froggatt et al. [24] found that when the workload of individuals with type A personalities increases, they experience more stress and are more prone to burnout.

In the Big Five Theory of Personality, extraversion refers to the tendency to socialize, seek stimulation, and experience positive emotions such as pleasure and pleasure. Studies have pointed out that extroversion is associated with lower levels of job burnout [25]. People with high agreeableness scores are often regarded as naive, friendly, tolerant, and cooperative [26], and studies have found that agreeableness increases the risk of job burnout [27]. Conscientiousness describes the characteristics of a person who is meticulous, well-organized, highly motivated, diligent, meticulous, ambitious, and persistent. The study by Mahan et al. [28] found that conscientiousness and responsibility are related to severe job burnout.

Neuroticism is the tendency to experience negative emotions such as fear, tension, insecurity, anxiety, irritability, social anxiety, low self-esteem, impulsivity, and helplessness. Many studies have proved that neuroticism is related to job burnout [29].

Self-efficacy refers to an individual's belief that he has the ability to organize and execute to meet the requirements of a situation [30]. Employees with high self-efficacy are more confident that they can effectively handle work-related emergencies than those with low self-efficacy. The level of self-efficacy is related to employees' responses to work because self-efficacy affects coping style and grit in dealing with work-related problems [32]. Studies have found that self-efficacy can reduce or buffer the intensity of emotional labor [33–34, 43]. Employees who don't have self-efficacy are likely to be negative about their future successes and growth [35]. Burnout is more likely to happen when someone is stressed at work often and for a long time, has low self-efficacy, and doesn't have much social support when things are hard.

The study found that the younger the age, the more likely to experience job burnout [36]. Although young people have a high passion for work, they also have a great thirst and expectations for their careers. They work hard and are energetic enough to withstand strong labor intensity. However, in actual work, their status is relatively low, their work experience and work skills are often insufficient, they are sometimes criticized by their superiors, and they face pressures such as falling in love, getting married, buying a house and starting a family, and getting promoted [36]. The gap between expectations and reality can easily lead to young employees losing confidence, reducing their sense of achievement, and becoming prone to job burnout. With the increase of age, the job status improves, more work experience is accumulated, and work skills are also greatly improved, and self-confidence and work achievement will be enhanced. Therefore, in general, age is the protector of job burnout. factor [37].

There is still controversy about whether individual differences such as gender, marital status, and the presence of children are related to job burnout. Some studies believe that these are not related to job burnout [38–39, 46–47]. However, studies have found that being male, being single or divorced, and having no children are associated with job burnout [40]. In contrast, studies have found that individuals with children are more prone to job burnout [41]. Different studies' conclusions are thought to differ because there are too many influencing factors on job burnout, and the degree of control over other factors varies between studies. Because of this, we need more and more standard studies to find out how these factors will affect job burnout in the future.

The greatest significance of summarizing the causes and influencing factors of job burnout is to take targeted measures to reduce unfavorable factors and increase protective factors, ultimately reducing the incidence of job burnout. Certain situational factors (such as physical load) and individual factors (such as age and gender) may be difficult to change, but many others can be adjusted and changed. First of all, it is very important to establish a protective and supportive management system at the organizational management level. It is necessary to provide employees with sufficient material support, but also pay attention to the psychological and spiritual needs of employees and provide as much psychological support as possible. In addition, it is necessary to develop manuals and guidelines to reduce workload, especially to minimize the need for emotional labor at work or to strengthen employee training so that employees can master the methods of regulating emotions. Personality refers to a unique and stable way of thinking and behaving that an individual has that is different from others. Although personality traits and personality types are relatively stable, they are not completely unchangeable. Individuals can actively participate in various activities like reading, sports, etc. Build your own personality, so as to improve your own quality, adjust your attitude towards work, and reduce the

risk of job burnout. Self-efficacy is a key cognition that can be changed, so improving employees' work skills and job competitiveness and boosting their confidence can protect them from the bad effects of work stress [42].

Burnout is a symptom of emotional exhaustion, depersonalization, and low fulfillment experienced by practitioners under the effects of chronic stress. The incidence of burnout is high, and it is especially common among groups such as healthcare workers, teachers, and military personnel. Burnout not only leads to a decline in job performance but also adversely affects the physical and mental health of individuals, ultimately affecting the overall benefits of society. There are many causes and influencing factors for job burnout. We have summarized them. Situational factors mainly include high workload and low levels of social support. Individual factors mainly include type A personality, agreeable and conscientious neurotic personality traits, and low self-efficacy. And young, etc. In many industries, the various factors described above do not exist in isolation and can sometimes have more serious consequences. For example, the coexistence of emotional labor and social support system problems can lead to very serious burnout. In short, there are still many aspects of job burnout worth studying. While continuing to explore, methods to reduce the incidence of job burnout should be summarized based on the existing research results. Based on the above research basis, this paper takes teachers of higher vocational colleges in Shaanxi Province as the research object, uses the method of cluster analysis to identify the differences among teachers with different professional values, and investigates the distribution characteristics of demographic characteristics on the types of teachers' professional values. Using job burnout as the dependent variable and different occupational value types as the independent variables, we look at the relationship between the two in order to give the management department a plan for identifying potential burnout groups so that early detection, early prevention, and early mitigation can be done.

2 Research Methodology

2.1 Research framework

In this paper, higher vocational teachers are used as the research objects to do the following empirical analysis of the relationship between job burnout and professional values:

- 1) The status quo of vocational teachers' burnout and professional values;
- 2) A type analysis and a comparison of teachers' professional values in higher vocational colleges that show significant differences;
- 3) The extent to which different occupational values affect job burnout

2.2 Research Strategy

1) Demographic scales

self-made demographic scales to find out about the researcher's gender, age, marital status, teaching age, professional title, position, and highest education.

2) Scale of Job Burnout

Three dimensions: emotional exhaustion (9 items), dehumanization (5 items), and low sense of achievement (8 items) There are 22 items on a 5-point scale. 1 means never, 2 means rarely, 3 means sometimes, 4 means often, and 5 means always. Higher scores on the emotional exhaustion and depersonalization dimensions show more job burnout, and a low sense of achievement is a negative scoring problem.

The higher the score, the lower the degree of job burnout. The Cronbach's alpha of the overall questionnaire and the three dimension scales is 0.624-0.912.

3) Occupational Values Scale

three dimensions: intrinsic value, extrinsic value, and extrinsic reward. The scales of intrinsic value are intellectual stimulation, altruism, creativity, independence, management power, the pursuit of beauty, and satisfaction with accomplishments. The scales of external value are the work environment, relationships with coworkers,

diversity, and relationships with the boss. In terms of remuneration, there are four value scales: lifestyle; economic remuneration; security and stability; and prestige status; each of the 15 value scales has 60 items, each with four items, and multiple items increase the scale's reliability and validity. Using the Likert 5-point scoring method, use 1 to 5 to represent "extremely unimportant" to "extremely important", and the higher the score of each item, the higher the level of professional values. The Cronbach's alphas of the "Occupational Values Scale" total table and three dimension scales were 0.884, 0.846, 0.613, and 0.606, respectively.

2.3 Research Samples

According to the method of random sampling, eight higher vocational colleges in Shaanxi Province were selected, including the national model higher vocational colleges in Xi'an, Xianyang, Weinan, Baoji, Tongchuan, Hanzhong, Ankang, and Shangluo, national backbone higher vocational colleges, "double-digit" Teachers from colleges and universities, such as "High Plan" construction units, conducted a questionnaire survey. In order to ensure the scientific rigor and validity of the questionnaire, it is specially confirmed that the survey respondents include teaching front-line teachers, administrative teachers, middle-level cadres, and college leaders. The questionnaires were distributed in the form of questionnaire stars, and 300 questionnaires were collected. Excluding those with incomplete information, single answers, and regular answers, 275 valid questionnaires were obtained, with an effective rate of 91.6%. The research datasets obtained were processed and analyzed by SPSS software.

Among the respondents, there were 103 male and 172 female teachers among the respondents; 224 married teachers and 51 unmarried teachers; 71 administrative management teachers; 204 teaching and scientific research teachers; 61 teachers aged 21 to 30, 154 were 31-40 years old, 42 were 41-50 years old, and 18 were 51-60 years old, with an

average age of 31.7 years old; 23 have more than 15 years of experience; 75 are teaching assistants, 130 are lecturers, 61 are associate professors, and 9 are professors.

2.4 Research Methods

- 1) Descriptive statistics investigate the overall situation of the tested teachers in terms of job burnout, professional values, and dimensions; compute the critical value of job burnout; and categorize teachers as high, medium, low, or zero.4 A burnout level is counted, and the number and proportion of each level are counted.
- 2) Based on the individual-centered theory, taking the three dimensions of professional values as clustering variables, using systematic clustering and K-means clustering, according to the professional values and their scores on the three dimensions, vocational teachers are divided into three categories.
- 3) Use the independent sample T test, the one-way ANOVA variance test, the multivariate analysis of variance, and the X² test to compare teachers with different professional values and make sure that the classification is valid and based on science.
- 4) Using binary logistic regression, investigate the relationship between different types of occupational value and job burnout among higher vocational teachers. Use the OR value and 95% CI to show the estimated value of relative job burnout.

3 Results Analysis

3.1 The overall situation of vocational teachers' burnout

At present, there are many methods to determine whether the subjects have occupational burnout and the degree of burnout through questionnaires. For example, Maslash (1982) standardized the tested data and divided them into three groups of the same size according to the scores. Individuals at 1/3 are called high, medium, or low levels of

burnout. Ivancevich believes that the 7-level scale is scored from 1 to 7, with an average score of 1 to 3, indicating mild burnout; 3 to 5, moderate burnout; and 5 to 7, high burnout. Farber proposed using the average method to determine the diagnostic criteria for burnout, such as scoring from 1 to 7. Since 4 is the average of 1 and 7, those with a job burnout score of more than 4 are diagnosed as having a sense of burnout.

Table 1: Comparison of differences in professional values and job burnout among teachers of different types of professional values

variable	Overall (n = 275)	Survival (n = 41)	Normal (n = 181)	Developmental (n = 53)	F	P
Intrinsic Value	3.91 ± 0.41	3.36 ± 0.43	3.91 ± 0.19	4.39 ± 0.37	2.578	0.000
extrinsic value	3.79 ± 0.35	3.30 ± 0.29	3.77 ± 0.19	4.25 ± 0.27	0.031	0.000
extrinsic reward	3.93 ± 0.45	3.28 ± 0.42	3.91 ± 0.22	4.54 ± 0.28	1.021	0.000
emotional exhaustion	2.80 ± 0.61	2.86 ± 0.63	2.81 ± 0.61	2.72 ± 0.61	1.505	0.049
depersonalize	2.19 ± 0.68	2.20 ± 0.52	2.21 ± 0.73	2.14 ± 0.62	0.225	0.799
low sense of achievement	3.56 ± 0.61	3.51 ± 0.54	3.55 ± 0.64	3.63 ± 0.57	1.113	0.546

These methods simply add up emotional exhaustion, depersonalization, and a low sense of achievement, with a single burnout evaluation standard. According to this method, this study calculates the critical values of the vocational burnout diagnosis for vocational teachers as follows: emotional exhaustion score 2.78, depersonalization score 2.40, and low achievement score 3.25. From Table 1, we know that the burnout degree of 275 higher vocational teachers in Shaanxi Province is from high to low in the three dimensions of job burnout: emotional exhaustion, depersonalization, and low sense of achievement (the absolute value of the relative error from the critical value is 0.02, 0.21, and 0.31; the smaller the absolute value of the relative error, the lower the degree of job burnout). The teachers were tested for mild burnout only. The average score of emotional exhaustion dimensions 2.80 is within the critical value range. Further statistics showed that among the 275 teachers, 160 had burnout, accounting for 58.2%,

including 76 mild burnout, 42 moderate burnout, and 42 high burnout teachers. The degrees were 27.6%, 15.3%, and 15.3%, respectively.

3.2. Cluster Analysis of Vocational Values of Higher Vocational Teachers

Secondly, the three dimensions of occupational values: intrinsic value, extrinsic value, and extrinsic reward are used as clustering variables; thirdly, the three clustering variables are standardized and the Pearson correlation coefficient between them is tested, and it is found that the linear relationship is not strong; Using the dendrogram obtained by systematic clustering, it is appropriate to preliminarily determine the number of clusters from 2 to 4; finally, K-means clustering is used. The default maximum number of iterations is 10, and the number of clusters is set to 2, 3, and 4 respectively. In terms of interpretability, it was finally determined that the optimal number of clusters was 3 classes, with 41 teachers (14.9%) in class I, 181 (65.8%) in class II, and 53 (19.3%) in class III. It can be seen from Table 1 that the scores of the three dimensions of professional values of the class I teachers are all lower than the overall level. They view the profession from a passive or negative point of view, from the perspective of livelihood. All Type II teachers are all within the overall level of the three dimensions of professional values. They devote themselves to work with full enthusiasm, and from a non-utilitarian point of view, they regard the development of education and students as the greatest happiness and satisfaction for teachers, saying they are ordinary teachers; all Class III teachers' professional values are all higher than the overall level. They are engaged in education to serve society and improve themselves. They view their professions from a super-utilitarian perspective and are called developmental teachers.

3.3 Comparison of Differences in Types of Teachers' Occupational Values

At the 5% significance level, there were significant differences among the three types of teachers in the intrinsic value, extrinsic value, extrinsic reward dimension, and job burnout and emotional exhaustion dimension (P 0.05). The scores of developmental teachers in the dimensions of job burnout, emotional exhaustion, and depersonalization are lower than those of the first two types of teachers, and the scores of low achievement dimensions are the opposite; that is, developmental teachers have the lowest degree of job burnout. It can be seen from Table 1 that the higher the type of professional value, the lower the degree of teacher burnout, which indicates that the three dimensions of professional values and the three dimensions of job burnout all contribute to the classification of values; that is, the classification of teachers' values is scientific, reasonable, and effective. practical.

Table 2: Distribution comparison of different types of individual occupational values of higher vocational teachers

Variable		Survival (N = 41)	Normal (N = 181)	Developmental (N = 53)	X ² Value	P Value
Gender	Male	17 (16.5%)	71 (69.0%)	15 (14.5%)	2.419	0.298
	Female	24 (13.9%)	110 (64.0%)	38 (22.1%)		
Marriage	Married	35 (15.6%)	145 (64.7%)	44 (19.6%)	1.718	0.696
	Unmarried	6 (11.7%)	36 (70.7%)	9 (17.6%)		
Teaching Age	Within 5 Years	11 (12.8%)	60 (69.8%)	15 (17.4%)	1.451	0.963
	5 To 10 Years	20 (14.9%)	87 (64.9%)	27 (20.2%)		
	10 To 15 Years	6 (18.8%)	19 (59.3%)	7 (21.9%)		
	15+ Years	4 (17.4%)	15 (65.2%)	4 (17.4%)		
Age	21 To 30 Years Old	7 (11.5%)	45 (73.8%)	9 (14.7%)	2.527	0.865
	31 To 40 Years Old	24 (15.6%)	97 (63.0%)	33 (21.4%)		
	41 To 50 Years Old	7 (16.7%)	27 (64.3%)	8 (19.0%)		
	51 To 60 Years Old	3 (16.7%)	12 (66.6%)	3 (16.7%)		
Job Title	Teaching Assistant	7 (9.3%)	57 (76%)	11 (14.7%)	7.367	0.288
	Lecturer	22 (16.9%)	81 (62.3%)	27 (20.8%)		
	Associate Professor	9 (14.8%)	38 (62.2%)	14 (23.0%)		
	Professor	3 (33.3%)	5 (55.6%)	1 (11.1%)		
Highest Education	Specialist	1 (16.7%)	4 (66.6%)	1 (16.7%)	2.618	0.710
	Undergraduate	12 (12.6%)	64 (67.4%)	19 (20.0%)		
	Master Degree And Above	28 (16.1%)	113 (64.9%)	33 (19.0%)		

Table 2 uses the two-test to analyze the distribution and differences between the three types of vocational values of higher vocational teachers on seven individual characteristics such as gender and administrative position. The results showed that there were significant differences in the classification of vocational values among higher vocational teachers with different positions ($P = 0.029$ 0.05) and the proportion of administrative teachers with developmental values. The proportion with survival values is lower than the teachers in teaching and research posts. Teachers in teaching and research posts

3.4 Analysis of binary logistic regression

Because vocational teachers' burnout is divided into yes and no, the binary logistic regression analysis method is used to establish an equation with job burnout as the dependent variable, 7 demographic variables, and 3 types of professional values as independent variables. Table 3 shows that only gender and occupational value types enter the equation and have a significant impact on job burnout. The OR (95%CI) shows that the burnout probability of male teachers is 1.263 times higher than that of female teachers; the occupational value type takes survival teachers as the reference standard; the burnout rate of ordinary teachers is reduced to 86.2%, and that of development teachers is reduced to 45.1%.

Table 3: Logistic regression between job burnout and teachers' professional value types

variable	OR(95%CI)	P value
gender		
Female	1	
male	1.263(1.172~1.794)	0.022
value type		
Survival	1	
normal type	0.862(0.352~0.910)	0.049
developmental	0.451(0.378~0.735)	0.043

4 Conclusions and recommendations

4.1 Conclusion

1) The status quo of vocational teachers' burnout and professional values Higher vocational teachers belong to the category of mild job burnout, and the development of the three dimensions varies greatly, which is concentrated in the dimension of emotional exhaustion. Heavy teaching work, difficult job title promotion, strict academic qualifications, and the rapid development of networked teaching have put forward more challenges and requirements for teachers, making them overwhelmed, emaciated, and tired. According to statistics, there are 80 young teachers (aged 35 years old) among the 160 burnt-out teachers, and the proportion is as high as 50%. Young teachers are the new force of higher vocational colleges, the vanguard and main force of teaching and research management, and their burnout will cause great harm to themselves, their schools, and social development. The de-personalization dimension has the highest score (2.70 0.86) in the item "I often feel that some students are unteachable," which indicates that most teachers have a negative and giving-up attitude towards stubborn students, and they lack the determination to face difficulties in the face of difficulties. And courage. The low achievement dimension item "my work can positively affect the lives of students and colleagues" has the lowest score (3.10/0.94), indicating that teachers have a low sense of professional identity and low professional satisfaction. The overall professional values of higher vocational teachers are relatively positive, with the highest score in the dimension of external compensation (3.93 0.45), followed by intrinsic value (3.91 0.41), and finally extrinsic value (3.79 0.35). The order of extrinsic reward score is security and stability (4.15 0.52), lifestyle (4.00 0.48), prestige (3.82 0.55), and economic reward (3.76 0.45); The order of the intrinsic value score is achievement satisfaction (4.06 0.45) 0.45), intellectual stimulation (4.02 0.52), independence (3.97 0.46), creativity (3.94 0.49), pursuit of beauty (3.90 0.49), altruism (3.90 0.48), management power (3.62 0.57); The order of the external value score is the relationship with the boss (4.19 0.48), the working environment (4.04

0.46), the relationship with colleagues (3.93 0.44), and diversity (3.01 0.68). It shows that teachers pay more attention to the stability and security of their work, the satisfaction of teaching and educating people's work, and the social status of teachers. There are significant differences in the demographic variables of professional values: the scores of three dimensions of professional values of female teachers are higher than those of male teachers; the scores of three dimensions of professional values of unmarried teachers are higher than those of married teachers; and the scores of three dimensions of professional values of administrative teachers are higher than those of married teachers. For teachers in teaching and scientific research posts, those with older age, longer teaching years, and higher professional titles have lower total scores of professional values; those with higher education levels have higher total scores of professional values.

2) The types of vocational teachers' professional values in this study, 275 teachers were divided into 3 occupational value types by systematic clustering and K-means clustering, and the 3 types of people had high heterogeneity in the 3 dimensions of occupational values. The three dimensions of survival teachers' professional values are lower than ordinary teachers', and their total score on the management rights value scale under the dimension of intrinsic value is only 14.36 points. The total score of the two value scales of prestige status and economic reward in the reward dimension is 15.20 points with a standard deviation of 0.2, which is low. Teachers with such values lack enthusiasm for work; lack management ability; prefer a static work pattern; stick to the rules; are reluctant to accept new things; and have low requirements for salary distribution, which is similar to the research results proposed by [18], [19]. They are full of negative emotions towards work and even life, and they are prone to burnout. The occupational value type opposite to the survival type is the developmental type. Teachers who hold this type of value are full of enthusiasm and expectations for their work, and they expect to continue to grow,

including improving their academic qualifications, professional titles, and positions, so as to meet the needs of society and schools. The scores in the three dimensions of occupational values of such people are higher than those of ordinary teachers. Through the -2 test, it is found that there are significant differences in the distribution of occupational value types of teachers in different positions. The proportion of teachers in administrative management positions with developmental values is higher than that of teachers in teaching and scientific research positions. Therefore, in higher vocational teaching management, teaching positions with developmental values Full-time teachers are more likely to get raises, be put in charge of things, take on more responsibilities, and carry heavy loads.

The average type is between the survival type and the development type. Their scores in the three dimensions of professional values and the three dimensions of job burnout are all within the overall score range. They enjoy the fun of work and can discover themselves through it. value. These three professional values influence each other, interact with each other, and are dialectically unified. Most teachers are a combination of several values, and the body of a certain teacher cannot be simply divided into a single value type.

3) The relationship between job values and job burnout Logistic regression results showed that male teachers were in the high-risk group for job burnout. Multivariate analysis of variance found that male teachers scored higher than female teachers in the dimensions of emotional exhaustion ($M = 2.81$) and depersonalization ($M = 2.33$), but with a lower sense of achievement ($M = 2.33$). The dimension score was lower than that of female teachers, and the difference was significant. The reason is that women are tolerant and open-minded, and it is easy to release work pressure and relieve burnout by changing the roles of mothers and housewives. However, men have strong self-esteem, high self-esteem, and a heavy social responsibility, and it is difficult for them to vent their negative emotions and easily burn out.

According to the model, surviving teachers with professional values are the most prone to burnout. The burnout rate of ordinary teachers has dropped to 86.2%, and the burnout rate of development teachers is even lower, at only 45.1% of survival teachers. That is to say, there are significant differences in the degree of burnout among teachers with different types of occupational values. Teachers are less likely to feel burned out on the job when their scores on each dimension of occupational values are higher. This is a strong negative correlation.

4.2 Recommendations

Professional values are one of the important factors affecting job burnout. Establishing a correct and positive career value orientation can change teachers' cognition of stressful situations and fundamentally solve the problem of job burnout. Based on real-world research, this study makes suggestions for how both the school and the individual can improve their professional values.

First of all, the school strengthens the cultivation of teachers' professional values and helps teachers establish correct and positive professional values through intensive training, self-study research, and other forms. Secondly, formulate a scientific and reasonable performance distribution system, embody the principle of "remuneration according to work, outstanding contributions, and fairness," and highlight external rewards. Finally, the school organizes a team of experts to help teachers of different occupational value types formulate career development plans in a targeted and hierarchical manner, including plans for professional title evaluation, education improvement, job promotion, etc., to help teachers establish reasonable professional value expectations and orientations and motivate teachers. Teachers who are passionate about their jobs feel safer and more like they have a purpose, which lets them work without worrying.

First, teachers should fully recognize the social significance and moral value of educational work,

formulate personal career goals and development plans, and take career life as a process in which individual values are reflected. Second, they strengthen their own theoretical research by focusing on how changes in knowledge structure can enhance one's personal values and ideology to overcome job burnout. Third, build a harmonious interpersonal relationship; be humble and peaceful; be informal; and consider problems from the perspective of others. A harmonious environment can shape a positive value orientation, generate work motivation, improve job satisfaction, and reduce job burnout. This study takes 275 teachers in higher vocational colleges in Shaanxi Province as a sample, first analyzing the current state of vocational burnout and professional values of higher vocational teachers; Firstly, three types of professional values were identified, and statistical theory was used to prove that the classification method was scientific and effective. Next, a binary logistic regression model was set up to compare the likelihood of burnout among the three types of professional values. Lastly, it was suggested that teachers should be encouraged to make realistic and positive career suggestions to effectively prevent, ease, or even get rid of burnout.

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