Study on Job Burnout of Counselors in Private Colleges from the Perspective of JD R Model Theory

-- A Case Study of Guangdong Province

Yingzheng Chen[1, *], Junxia Feng[1], Liqin Zhu[2], Yueliang Cai[1]

[1]Guangzhou Institute of Science and Technology, Guangzhou 510000, China

[2]Pingdingshan Polytechnic College, Pingdingshan 467000, China

*41992940@qq.com

Abstract

Counselors in private colleges are an important force in the ideological and political work team of colleges and universities. They shoulder the important task of ideological and political education for college students. However, many current studies show that private college counselors have become a high incidence group of job burnout. Based on the Job Demand-Resource model (JD-R), this paper analyzes the causes of college counselors' job burnout from the two dimensions of job demands and job resources, and investigates the mechanism of private college counselors' job burnout.

Keywords

Job Demand-Resource Model; Private Colleges; Counselors; Job Burnout.

1. Introduction

Private college counselors have become a high incidence group of job burnout due to their dual roles as teachers and management cadres, low position, unstable work and high work pressure. In the research field of the formation mechanism of job burnout, the JD-R (Job Demands-Resources model) proposed by Demerouti (2001) is the most widely used model at present. The core assumption of this theory is that any occupation has specific factors that affect job burnout. These characteristics can usually be divided into two categories, namely, job demands and job resources. This theory holds that job demands positively predict job burnout, and job resources negatively predict burnout. Job resources play a buffer role in the relationship between job demands and job burnout.

2. Research Methodology

2.1. Objectives of the Research

This research aims to answer the following two questions:

What is the relationship between job demands, job resources and job burnout?

What is the mechanism of job burnout of counselors in private colleges from the perspective of job demands- job resources?

2.2. Subjects of the Research

In this paper, the counselors of four private colleges in Guangdong Province were selected as the subjects of the research object. 200 questionnaires were distributed, and 193 valid questionnaires were collected, with an effective rate of 96.5%.

2.3. Tools of the Research and Questionnaires

Job demands questionnaire is mainly divided into three parts: workload, emotional demands and work family conflict. The workload measurement mainly refers to the work content questionnaire developed by Dr. Li Jian, which is suitable for China's national conditions, with a total of 5 items; The measurement of emotional demands mainly refers to the questionnaire of Kristensen and Borg (2003), which has three items. Carlson's (2000) measurement scale with 3 items was used to measure work family conflict (Ji Fang, 2011). The questionnaire adopts Likert's 5-point scoring method. 1 means "totally disagree"; 2 means "disagree"; 3 means "not sure"; 4 means "agree"; 5 means "fully agree". In this paper, the internal consistency coefficients of the three subscales are between .63∼.72, in line with psychometric indicators.

Job resource questionnaire consists of 19 items, including six dimensions: leadership support (3 items), colleague support (3 items), ability development (4 items), work autonomy (3 items), respect (2 items) and career development (4 items). The questionnaire adopts Likert's 5-point scoring method. 1 means "totally disagree"; 2 means "disagree"; 3 means "not sure"; 4 means "agree"; 5 means "fully agree". In this paper, the internal consistency coefficient of the total quantity table is 67. The internal consistency coefficient of each subscale is between .61∼.75, in line with psychometric indicators.

2.4. Procedures of the Research

The first step is to select the appropriate job demands questionnaire and job resources questionnaire. The second step is to collect the sample data, conducting a unified test on the counselors of private colleges, and collecting the questionnaire on the spot; And the next step is to eliminate the invalid questionnaire, and input the data into SPSS software; Statistical analysis will be the last step, including Pearson correlation analysis, stepwise regression analysis, etc.

2.5. Data Analysis and Processing

The data obtained in this paper are processed by SPSS 22.0 statistical software.

3. Results

3.1. Correlation Analysis of Job Demands, Job Resources and Job Burnout

Pearson correlation method is used to investigate the relationship between job burnout and job demands and job resources of counselors in private colleges. The results are shown in Table 1. In general, job burnout is significantly positively correlated with job demands (r =.21, P <.01) and negatively correlated with job resources (r = -.27, P <.001).

From the specific dimensions, (1) workload was weakly positively correlated with emotional exhaustion (r =.17, P <.01) and depersonalization (r =.03, P <.01), and significantly negatively correlated with personal effectiveness (r = -23, P <.01); Emotional demands were positively correlated with depersonalization (r =.15, P <.05) and personal effectiveness (r =.31, P <.001); Work family conflict was positively correlated with depersonalization (r =.26, P <.001). (2) There was a significant negative correlation between leadership support and all dimensions of job burnout (r = -23∼-17, P <.05); Co-worker support was positively correlated with emotional burnout (r =.19, P <.01), depersonalization (r =.21, P <.01), and negatively correlated with personal effectiveness (r = -19, P <.05); Job autonomy was positively correlated with depersonalization (r =.16, P <.05) and personal effectiveness (r =.33, P <.001); Ability development was negatively correlated with emotional exhaustion (r = -39, P <.001) and depersonalization (r = -34, P <.001); Respect was negatively correlated with depersonalization (r = -19, P <.01); There was a significant negative correlation between career development and emotional exhaustion (r = -33, P <.001).

This shows that the higher the job demands, the higher the job burnout tendency of counselors, and the more sufficient the job resources the counselors have, the lower the job burnout level.

Table 1. Correlation analysis of job demands, job resources and job burnout

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.emotional exhaustion														
2.depersonalization	.46***													
3.personal sense of effectiveness	-.44***	-.30***												
4.total average score of job burnout	.55***	.46***	.45***											
5.workload	.17**	.03*	-.23**	-.06										
6.emotional demands	-.07	.15*	.31***	.28***	-.49***									
7.conflict of work and family	-.05	.26***	.03	.09	-.29***	.27***								
8. total average score of work requirements	.05	.31***	.06	.21**	.24**	.49***	.67***							
9.leadership support	-.23***	-.22**	-.17*	-.41***	.27***	-.38***	-.20**	-.19**						
10.colleague support	.19**	.21**	-.19*	.07	-.14	-.10	.00	-.18*	-.16*					
11.work autonomy	.06	.16*	.33***	.40***	-.46***	.51***	.14	.09	-.33***	.06				
12. Competence development	-.39***	-.34***	.03	-.41***	.20**	-.41***	-.17*	-.25**	.38***	.01	-.43***			
13.respect	.11	-.19**	-.14	-.12	.10	-.28***	-.30***	-.33***	.04	.11	-.17*	.15*		
14.career development	-.33***	-.01	.05	-.22*	.31***	-.30***	.08	.09	.44***	.02	-.19**	.14*	.05	
15.total average of job resources	-.24*	-.12	-.05	-.27***	.10	-.37***	-.15*	-.28***	.58***	.49***	-.02	.50***	.32***	.58***

3.2. Regression Analysis of Job Demands on Job Burnout

In order to further explore the impact of job demands on job burnout, this paper takes the total average score of job burnout as the dependent variable, workload, emotional demands and work-family conflict as the independent variables, and adopts stepwise method to conduct multiple linear regression analysis. The results are shown in Table 2. Among the three dimensions of working conditions, only emotional demands as a significant variable entered the regression equation model, which significantly positively predicted job burnout (P <.001), with a total predictive power of 8%.

Table 2. Regression analysis of job demands on job burnout

Dependent variable	Predictive variables	R^2	F	B	β	t
job burnout	emotional demands	.08	16.52	.30	.28	4.07***

3.3. Regression Analysis of Job Resources on Job Burnout

In order to further explore the impact of job resources on job burnout, this paper takes job burnout as the dependent variable, leadership support, colleague support, work autonomy, competence development, respect and career development as the predictive variables, and uses stepwise method to conduct multiple linear regression analysis. The results are shown in Table 3. Leadership support, job autonomy and competence development entered the regression equation layer by layer. Among them, job autonomy significantly positively predicted job

burnout, while leadership support and competence development significantly negatively predicted job burnout (ps<.01), with a total predictive power of 29%.

Table 3. Regression analysis of job resources on job burnout

Dependent variable	Level	Predictive variables	R^2	ΔR^2	F	B	β	t
job burnout	1	Leadership support	.17		39.45	-.33	-.41	-6.28***
	2	leadership support	.25	.08	31.64	-.25	-.32	-4.74***
		work autonomy				.28	.30	4.63***
	3	leadership support	.29	.04	25.20	-.20	-.26	-3.80***
		work autonomy				.21	.22	3.20**
		competence development				-.27	-.22	-3.08**

4. Discussion

Based on the Job Demand-Resource model of burnout, this paper argues that the job burnout among private college counselors is caused by a series of high-level job demands and the depletion of various job resources. In order to explore the influence mechanism of job demands and job resources on burnout of college counselors in private colleges, this paper examined the mechanisms of their effects by using correlation and regression analyses. The results found that there was a highly significant correlation between job demands, job resources and burnout, and among the dimensions of job demands and job resources, leadership support, work autonomy and competence development were highly significant predictors of burnout. This is consistent with the findings of Luo Rui (2019) and Zhao Peng (2018) et al.

The results of the correlation analysis between job burnout and job demands found a very significant positive correlation between job demands and burnout (r = .21, p < .01), which indicates that if the job demands faced by private college counselors in their daily work are greater, the more mental and physical efforts they need to put in, the more likely they are to develop serious burnout. In terms of specific dimensions, (1) workload is weakly positively correlated with emotional exhaustion (R = .17, P < .01) and depersonalization (R = .03, P < .01), and significantly negatively correlated with personal sense of effectiveness (R = r＝－.23, p＜.01)，which indicates that if the workload at work is high, it necessarily requires college counselors to invest a lot of emotions, which prone to a state of emotional exhaustion. However, it is the busy work and the difficulty of work that have certain challenges, which makes college counselors experience a certain sense of accomplishment; (2) Emotional demands were significantly positively correlated with depersonalization (r = .15, p < .05) and personal sense of effectiveness (r = .31, p < .001). This indicates that the greater the emotional demands of the job, the more psychological resources college counselors need to devote to controlling their emotions and suppressing the impulses generated by automation, and that they are prone to depersonalization, and that emotional demands are a challenge to the job. When college counselors perceive that the work requires not only an investment of time, but also a corresponding emotional demand from the performance of the job, which can make them experience both stress and a sense of accomplishment. (3) Work-family conflict was significantly positively correlated with depersonalization (r = .26, p < .001), indicating that the more severe the work-family conflict, the higher the degree of depersonalization among college counselors in private colleges.

The results of the correlation analysis between job burnout and job resources showed a highly significant negative correlation between job resources and job burnout (r = -.27, p < .001), which indicated that the more resources private college counselors received at work, the

weaker the burnout they experienced. In terms of specific dimensions, (1) leadership support was significantly negatively correlated with all dimensions of burnout (r = -.23 ∼ -.17, p < .05), which indicates that the less the support of leaders for college counselors, the more serious the burnout problem is; (2) colleague support is positively correlated with emotional burnout (r = .19, p < .01) and depersonalization (r = .21, p < .01), and negatively correlated with personal sense of effectiveness (r= – .19, P < .05), indicating that the more support counselors in private colleges received from their colleagues at work, the more severe emotional exhaustion and depersonalization were, and the less sense of accomplishment they experienced; (3)Work autonomy was significantly positively correlated with depersonalization (r=.16, p<.05) and personal sense of effectiveness (r=.33, p<.001), which indicates that the more autonomy private college counselors have in their jobs, the higher the level of depersonalization and personal sense of effectiveness; (4) Competence development was significantly and negatively correlated with emotional exhaustion (r= -.39, p<.001) and depersonalization (r = -.34, p < .001), which indicates that the more likely private college counselors are to have competence development in their jobs, the more emotion they invest and the greater the degree of depersonalization; (5) Respect was significantly and negatively correlated with depersonalization (r = -.19, p < .01), which indicates that if private college counselors receive more respect and recognition from others at work, the lower the level of depersonalization; (6) Career development was significantly and negatively correlated with emotional exhaustion (r = -.33, p < .001), which is the same as competence development. If private college counselors perceive more opportunities for current career development, they will invest more emotions and therefore experience higher levels of emotional exhaustion.

Further regression analysis revealed that emotional demands in job demands entered the regression equation model as a significant variable, significantly and positively predicting burnout (p < .001) with a total predictive power of 8%. This indicates that the greater the emotional demands experienced by private college counselors at work, the greater the likelihood of burnout. This is related to the nature, tasks and requirements of the profession of counselors in private colleges. As a counselor, he or she usually faces the work of "managing students" and "providing services", in addition to dealing with college leaders, colleagues and parents, and he or she faces different roles and needs to invest in different emotions. The job demands a high level of emotional commitment, and the psychological resources that people rely on to regulate their emotions are limited, so the more emotional resources are consumed when facing the day-to-day work, it is easy to cause burnout among counselors in private colleges, which will lead to a decline in performance and separation from work.

In addition, the results of the regression analysis of job resources on job burnout found that work autonomy significantly and positively predicted burnout, while leadership support and competence play significantly and negatively predicted burnout (ps< .01), with a total predictive power of 29%. The result that work autonomy significantly and positively predicted burnout is different from the result obtained by Zhu Li (2008) with border checkpoint inspectors, which may be related to the nature of the occupation, as the greater work autonomy of counselors in private colleges means more problems to think about and things to deal with, and the increase of workload and work requirements will lead to the increase of burnout level. The result that leadership support and competence play significantly and negatively predicted burnout verifies the findings of Deng Tingting's (2018) study on public college counselors, which also shows that leadership support and competence development are equally important factors in the work of private college counselors. If the more support and understanding private college counselors receive from their supervisors in their work and the more competence they can play in their work, the less likely it is to generate burnout.

5. Conclusion

This study explores the influence mechanism of job resources and job demands on the job burnout of private college counselors, and draws the following conclusions: job requirements, job resources and job burnout of private college counselors are closely related, and emotional demands in job demands, leadership support in job resources, work autonomy and competence development significantly predict the job burnout of counselors in private colleges. This result suggests that we can take appropriate measures to alleviate the job burnout of counselors in private colleges based on the Job Demand-Resource model, such as paying more attention to the work and life status of counselors, and providing them with more support and rewards, etc. These initiatives can help alleviate their burnout.

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