

CHAPTER I INTRODUCTION

1.1 Research Background

Teaching, often hailed as one of the world's most honorable professions, paradoxically ranks among the most stressful (Johnson, 2005; Tsutsumi et al., 2002). Teacher burnout has long been a global concern, and in China, it has become especially prominent. With the expansion of university enrollment and society's evolving, multi-faceted talent requirements, public basic course teachers are shouldering mounting pressure and facing new challenges.

The concept of "burnout" emerged in the United States. In 1961, American writer Grayne's book "A Case of Exhaustion" introduced the idea to the public. In 1974, This term was originally proposed by Herbert Froedenberg, a clinical psychologist from New York, in the "Journal of Social Psychology". In 1979, William D. Mc Gu brought the concept of job burnout into the education field, and the 1980 first international conference on job burnout signaled its recognition as a global issue. Since then, research on occupational burnout has extended from the service sector to fields such as education, and its geographical scope has gradually expanded from the United States to Europe and Asia (Denton, Chaplin & Wall, 2013).

Teachers, as crucial disseminators of human culture, carry significant responsibilities and societal and family expectations. Over time, this pressure takes a toll

on their lives and health (Goddard & Goddard, 2006). High turnover rates among new teachers, observed globally (Ingersoll & Smith, 2003), are also a problem in China. Burnout leads to negative outcomes such as depression, insomnia, and a decline in teaching quality (Shin et al., 2013; Dupriez et al., 2016).

In China, the issue of teacher burnout has attracted growing attention. A search in the CNKI database from 2015-2024 yielded 13,713 articles on "occupational burnout" across various professions and 2,512 on "teacher occupational burnout." However, only four articles were found for "public basic course occupational burnout," highlighting a significant research gap (Cnki.net,2025).

The Chinese cultural context uniquely impacts teacher burnout. In Chinese culture, deeply influenced by Confucianism, teachers are highly esteemed and expected to be self - sacrificing role models in both academic and moral - ethical guidance. The principle of "teaching by example" subjects teachers to constant public scrutiny. This cultural expectation adds an extra layer of pressure. Unlike in some Western cultures where individualism is more pronounced, Chinese teachers internalize the need to meet high - standard expectations from society, families, and students. As a result, they may experience a distinct form of burnout, feeling a strong sense of failure if they cannot fulfill all these expectations. In contrast, Western research often focuses more on job - related stressors like workload and pay (Denton et al., 2013).

Hubei Province has a vibrant higher - education sector, with renowned institutions such as Huazhong University and Wuhan University of Science and Technology. Public basic course teaching in Hubei is constantly evolving. For example, Zibo Vocational

College in 2018 and Zhejiang University in 2022 promoted public basic course reforms. Despite these efforts, public basic course teachers in Hubei face challenges such as heavy workloads (averaging 15-20 class hours per week), limited social recognition, and a sense of marginalization.

In conclusion, understanding the causes of teacher burnout, including job demands, occupational stress, physical exhaustion, and students' misbehaviors, is vital. By exploring these factors, we can develop targeted intervention measures to support teachers' professional development, especially considering the unique cultural context in China.

1.2 Problem Identification

In order to optimize the construction of the teaching staff of public basic courses, foster the continuous professional advancement of educators, enhance the sense of happiness and honor of teachers, and make the teaching reform of public basic courses go on smoothly, break through the “Bottleneck period” and “Burnout period” of public basic course teachers, this study seeks to examine the phenomenon of burnout among public basic course instructors, with an in-depth exploration of its contributing factors, and intervention. Based on the above-mentioned social policy background, the core issue of this study is how to effectively improve the state and level of job burnout of college teachers of public basic courses. Specifically, the questions in this study are:

- 1) To identify whether job demands have a significant impact on job burnout among public basic course teachers in Hubei Province;

2) To identify whether job resources have a significant impact on job burnout among public basic course teachers in Hubei Province;

3) To identify whether occupational stress has a significant impact on job burnout among public basic course teachers in Hubei Province;

4) To identify whether positive coping styles have a significant impact on job burnout among public basic course teachers in Hubei Province;

5) To identify whether physical exhaustion has a significant impact on job burnout among public basic course teachers in Hubei Province;

6) To identify whether student disruptive behaviors have a significant impact on job burnout among public basic course teachers in Hubei Province.

1.3 Research Objectives

This research sought to explore the interplay between job burnout and its potential determinants—specifically, self-efficacy, occupational stress, job demands, personality characteristics, sub-health conditions, and student conduct—among teachers of public foundational courses in Hubei Province, China. To empirically test these relationships, the study developed an integrated model grounded in multiple theoretical traditions and informed by a comprehensive review of existing scholarship. Therefore, the specifics of the goal are as follows.

- 1) To investigate the significant influence of job demands on teacher burnout
- 2) To investigate the significant influence of job resources on teacher burnout
- 3) To investigate the significant influence of occupational stress on teacher burnout

- 4) To investigate the significant influence of positive coping style on teacher burnout
- 5) To investigate the significant influence of physical exhaustion on teacher burnout
- 6) To investigate the significant influence of disruptive student on teacher burnout

1.4 Research Questions

In this part, the primary objective was to address the shortcomings found in earlier studies, thereby providing answers to the questions outlined below.

- 1) Does job demand significantly affect teachers' job burnout?
- 2) Does job resource significantly affect teachers' job burnout?
- 3) Does occupational stress significantly affect teachers' job burnout?
- 4) Does positive coping style significantly affect teachers' job burnout?
- 5) Does physical exhaustion significantly affect teachers' job burnout?
- 6) Do disruptive students significantly affect teachers' job burnout?

1.5 Research Significance

The significance of this study is to investigate the job burnout of Public Course Teachers in Hubei Province, China. The importance of job burnout makes it a perennial research field in higher education. However, education is a complex system that has many activities as part of the existing state of teacher burnout which indicates that it needs to provide the expected results. job requirements, self-efficacy, occupational stress, personality traits, sub-health, student behavior and teacher burnout are the main characteristics of the study. The aim of this study is to identify the key factors that influence teacher burnout. Hopefully, this study can contribute theoretical and practical significance to teachers, students, and other researchers.

1.5.1 Theoretical significance

Job burnout is a well-established phenomenon in today's workplace, triggering a chain of physiological, psychological, and behavioral responses in individuals. Furthermore, focusing specifically on teacher burnout means examining the stress reactions arising from their work environment, their own physiological and psychological states, and their interactions with student behavior. This emphasis ultimately underscores the central and critical role teachers play in the educational process.

To a certain extent, this research will contribute to a more detailed and comprehensive empirical investigation of teacher burnout in China, thereby enriching the theoretical framework on burnout among university faculty. The findings are expected to offer not only a theoretical reference for future studies on burnout in China's higher education institutions, but also empirical support and conceptual guidance for related research endeavors.

1.5.2 Practical significance

1) To Provide an Informational Basis for the Reform of Public Basic Course Teaching in Higher Education

Through an investigation into job burnout among public basic course teachers in colleges and universities, this study summarizes the basic characteristics and causes of burnout within this group. On the one hand, the findings offer data and theoretical support for the formulation of national and local public basic education policies. Furthermore, these findings serve as an informational foundation for reforming public basic course curricula and supporting the professional advancement of faculty in higher education institutions.

2) To Offer Suggestions for Professional Emotional Adjustment for Public Basic Course Teachers in Higher Education

This inquiry focuses on delineating the primary antecedents of occupational burnout among educators of public foundational courses. Based on a systematic analysis of these mechanisms, the study formulates practical intervention proposals designed to facilitate emotional regulation and enhance professional well-being for university instructors.

3) To Provide a Reference for the Development of Public Basic Course Teachers in Higher Education

By examining the relationship between teachers' job burnout and factors such as job norms and student-related conditions within the context of professional pressure faced by public basic course teachers, this paper offers data support for educational authorities in formulating relevant policies. It also serves as a reference for teacher management in vocational colleges and guides the development of teaching staff and teacher professional growth.

In a word, this study describes the current situation of teachers' job burnout in public basic courses in colleges and universities, analyzes the manifestations of teachers' job burnout with different demographic characteristics, and explores the causes of job burnout, through the analysis of the causes of job burnout factors, and then explore the impact of the factors to improve job burnout, which is the focus of this paper, it is also a problem that the higher education administrator, the basic course education field as well as the university public basic course teachers need to pay attention to.

1.6 Scope of the Research

The focus of this study lies in public basic course teachers in higher education institutions within Hubei Province, analyzing their job burnout to better understand the factors contributing to its emergence and severity. The conceptual framework guiding this research is grounded in three well-established occupational psychology theories that examine the interplay between work characteristics and the physical and mental health conditions of the employees. These models include the effort-reward imbalance model (Eichgraf et al., 1986), the job demands-control-support model (Caraske, 1979), and the social cognitive career theory (SCCT) proposed by Bandura (1986), each offering unique insights into the mechanisms linking job conditions to teacher burnout. In the study, job burnout is the dependent variable, while the other six factors job demands, self-efficacy, job stress, health, personality traits, and student behavior are independent variables.

Quantitative methods were used the data collection and analysis work for this research. Firstly, the sample size of 10 colleges and universities in Hubei was calculated by the method of judgment sampling, and then randomly selected teachers of public basic courses who were willing to complete the survey. From November to December 2024, before the comprehensive dissemination, the online questionnaire was first distributed to the public foundation course teachers of the ten universities to collect data for prediction. The reliability and consistency each item were examined by checking 50 samples for evaluation. Then, the hypothesis was tested by analyzing the random associations between variables by completing 500 naires. The data were tested using confirmatory factor analysis (CFA) and structural equation modeling (SEM). The results of the study

identified the factors directly or indirectly affect future behavior and the extent of their impact. The relevance of the study was discussed, and suggestions were made.

This analysis is broken down into six sections: In Chapter 2, the authors detail the theoretical underpinnings of each variable and survey the relevant literature. The third chapter explains how the theory connects to various research models, variables, hypotheses, and the overall conceptual framework that has come before it. In Chapter 4, the methods employed in the research are elaborated. Chapter 5 outlines the process of data analysis, and Chapter 6 presents the research results.

1.7 Research limitation

Teachers of public foundational courses in higher education institutions face multifaceted pressures stemming from societal expectations, institutional demands, family responsibilities, and personal factors. Job burnout has become a prevalent issue among this group, exerting adverse effects on teaching quality, academic research, student development, individual professional growth, and the overall construction of the teaching workforce. To explore the specific causes of teacher burnout, scholars both domestically and internationally have conducted a series of empirical studies investigating its influencing factors. These studies are mainly based on the following three theoretical frameworks: the Effort-Return Imbalance (ERI) model, the Job Demands-Control-Support (JD-CS) model, and the Social Cognitive Career Theory (SCCT). Studying the job burnout of public foundation course teachers in colleges and universities can provide scientific and reasonable guidance for solving the problem of job burn among public foundation course university teachers, explore new methods to solve job burnout

from the levels of government, schools, and teachers themselves, and will have a very favorable impact on the improvement of professional ethics of public foundation course teachers in colleges and universities, the standardization of professional behavior of public foundation course teachers in colleges and universities, and the building of a team of public foundation course teachers in colleges and universities.

Due to the factors of policy, regional characteristics, subject characteristics, and the characteristics of teaching and learning conditions, the surveyed group may not represent the overall situation of public basic course teachers. In addition, since the number of teachers engaged in public basic course teaching is small, it is difficult to illustrate issues, and this study does not include them in the statistical range. Meanwhile, there are also fewer doctoral teachers engaged in public basic course teaching in the survey, considering the particularity of this group, the samples of this group are retained. This makes this study have certain limitations in reflecting the causes of occupational burnout among entire group of public basic course teachers (job demands, job resources, occupational stress, positive coping style, physical exhaustion, disruptive student).

1.8 Definition of Terms

1) Teacher Burnout

Concept definition

Based on Farber's (1991) research and combined with Maslach et al.'s classic burnout theory (implicitly cited in the paper Liu Jing 2025.10.27.docx), teacher burnout refers to a negative emotional syndrome that gradually develops when teachers, in the long-term process of undertaking teaching, student management, and

non-teaching tasks, experience sustained work pressure that exceeds their psychological and physiological tolerance thresholds. It is characterized by three core dimensions:

Emotional exhaustion: Emotional resources are excessively depleted, leading to a sense of fatigue toward teaching tasks;

Depersonalization: Developing an indifferent and alienated attitude toward students, colleagues, or teaching content;

Reduced personal accomplishment: Having doubts about one's own teaching value and professional competence, with a subsequent decline in a sense of accomplishment.

Operational definition

The degree of job burnout among public basic course teachers in Hubei universities was measured using the Maslach Burnout Inventory for Educators - Extended Scale (MBI-ES). This scale is a widely validated tool specifically designed to assess teachers' burnout in the three core dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. The specific observable indicators are as follows:

Emotional Exhaustion Dimension (3 items): Examples include "In the past month, I often feel physically and mentally exhausted due to teaching Public Basic Courses (e.g., large-class lectures, cross-major lesson preparation)" and "By the end of each week, I lack the energy to continue working because of excessive teaching tasks." These items are rated on a 5-point scale (1 = Never, 5 = Every day).

Depersonalization Dimension (3 items): Examples include "In the past month, I feel indifferent to students' learning needs and am unwilling to take the initiative to provide help" and "I often attribute students' classroom disruptive behaviors to 'being unteachable' rather than objective factors."

Reduced Personal Accomplishment Dimension (3 items): Examples include "In the past month, I think my Public Basic Course teaching contributes little to students' growth" and "I am increasingly unconfident in my teaching ability."

Ultimately, the total score of the scale as well as the scores of each dimension all reflect the degree of job burnout - the higher the score, the more severe the degree of job burnout.

2) Job Demands

Conceptual Definition

According to the "job demands-resources" model proposed by Bakker and Demerouti (2007), job demands refer to objective factors in this task environment those matters that are beyond the individual capabilities of the employees. They require continuous investment of physical, intellectual or emotional resources, and are directly related to physical exhaustion (such as fatigue) and psychological burdens (such as apathy). For teachers of public basic courses, the main requirements of the job are reflected in the combination of teaching tasks and administrative burdens. and student management pressure.

Operational Definition

Combined with the work characteristics of public basic course teachers in Hubei universities, job demands are measured through the following quantifiable indicators:

Teaching Task Demands (4 items): Weekly class hours of public basic courses taught (e.g., ≥ 16 class hours = high demand); Number of courses prepared across different majors/grade levels per semester (e.g., ≥ 2 courses = high demand); Weekly time spent on grading assignments and answering students' questions (e.g., ≥ 10 hours/week = high demand).

Administrative and Non-teaching Demands (3 items): Monthly frequency of participating in non-teaching meetings (e.g., administrative meetings, evaluation activities) (e.g., ≥ 5 times = high demand); Weekly time spent on completing various reports/materials required by the university (e.g., ≥ 8 hours/week = high demand); Frequency of undertaking temporary tasks unrelated to teaching (e.g., epidemic prevention and control, campus activity organization).

Student Management Demands (2 items): Number of students in the classes taught (e.g., ≥ 80 students = high demand); Number of academically challenged students who need additional tutoring (e.g., ≥ 5 students = high demand). A 1-5 Likert scale is adopted for scoring (1 = Completely Disagree, 5 = Completely Agree).

The higher the total score, the greater the intensity of job demands.

3) Job Resources

Conceptual Definition

According to the self-determination theory proposed by Deci and Ryan (1985), job resources refer to supportive factors in the work environment that help employees comply

with job requirements / Complete work tasks and achieve career goals. They not only reduce work-related depletion but also satisfy employees' basic psychological needs for competence (e.g., recognition of ability), relatedness (e.g., interpersonal support), and autonomy (e.g., decision-making power in work). Specific examples include organizational support, colleague **collaboration, and career development opportunities.**

Operational Definition

For public basic course teachers in Hubei universities, job resources are measured using a self-developed Job Resources Scale, with core observable indicators as follows:

Organizational Support Resources (3 items): "The university provides exclusive teaching resources for public basic course teachers (e.g., cross-major lesson preparation kits, online teaching tools)"; "Supervisors provide timely assistance when I encounter teaching difficulties (e.g., large-scale student failures in courses)". These items are scored on a 1-5 scale (1 = Completely unsupported, 5 = Fully supported).

Interpersonal and Collaborative Resources (2 items): "I can share teaching experiences and courseware resources with other public basic course teachers (e.g., English, ideological and political course teachers)"; "The atmosphere of teaching seminars among colleagues is relaxed, allowing free communication of problems". These items are scored on the same 1-5 scale as above.

Work Autonomy Resources (2 items): "I can independently choose teaching methods for public basic courses (e.g., case-based teaching, group discussions)"; "The university allows me to adjust teaching content according to students' major

characteristics, rather than fully adhering to a unified syllabus". These items are also scored on the 1-5 scale.

The higher the total score of this scale is, the more abundant the work resources it provides will be.

4) Occupational Stress

Conceptual Definition

According to Kyriacou's (1987) definition, occupational stress refers to the experience of tension and anxiety that arises when demands in the professional environment (e.g., workload, role conflict) exceed an individual's normal coping capacity, forcing the individual to deviate from their regular work state and causing disruption of psychological balance. For public basic course teachers, occupational stress mainly stems from the high demands-low resources imbalance, difficulties in student management, and uncertainty about career development.

Operational Definition

Occupational stress is measured using the Occupational Stress Inventory-2 (OSI-2), revised to fit the context of public basic course teachers. The specific measurement indicators are as follows:

Stressor Frequency (5 items): "In the past month, I felt anxious due to the conflict between the 'unified assessment standards' for public basic courses and 'students' diverse needs"; "I lose emotional control at least once a month due to classroom disruptions by students (e.g., using mobile phones in class, being late)". These items are scored on a 1-5 scale (1 = Never, 5 = ≥ 3 times per week).

Physiological Reactions to Stress (3 items): "In the past month, I experienced symptoms such as insomnia and headaches due to teaching stress"; "Work stress has caused me to lose my appetite or suffer from indigestion". These items use the same 1-5 scale as above.

Psychological Reactions to Stress (3 items): "I often worry that the teaching evaluation of my public basic courses is lower than that of other teachers"; "I feel at a loss when facing conflicts between administrative tasks and teaching". These items also adopt the 1-5 scale.

The higher the total score of this scale is, the more severe the degree of occupational stress is.

5) Positive Coping Style

Conceptual Definition

Based on the research by Roohafza et al. (2014), active coping styles refer to proactive and constructive strategies adopted by individuals to maintain psychological balance and alleviate the impact of stress when facing stressful situations. Their core characteristics are "problem-focused" (e.g., actively solving problems) or "emotion-focused" (e.g., actively regulating emotions), rather than negative strategies such as avoidance or denial.

Operational Definition

With reference to the active dimension of the "Simple Coping Style Questionnaire (SCSQ)", and combined with the stress scenarios of public basic course teachers in Hubei universities, the measurement indicators are as follows:

Problem-Focused Coping (4 items): "When facing teaching stress from public basic courses (e.g., large-class management), I will take the initiative to consult experienced colleagues for methods"; "When administrative tasks take up teaching time, I will communicate with supervisors to adjust priorities". These items are scored on a 1-5 scale (1 = Never, 5 = Always).

Emotion-Focused Coping (3 items): "When under high stress, I will regulate my emotions through exercise, reading, etc., to avoid affecting teaching"; "I will regularly talk to family/friends about troubles in teaching to relieve psychological burden". These items use the same 1-5 scale as above.

Support-Seeking Coping (2 items): "When encountering difficult-to-solve student behavior problems, I will seek help from the school counseling center or student affairs office"; "I will participate in stress management training organized by the university to learn coping skills". These items also adopt the 1-5 scale.

The higher the total score of this scale is, the stronger the degree of adopting positive coping strategies will be.

6) Physical Exhaustion

Conceptual Definition

According to Wang's (1996) definition, physical exhaustion is a sub-health state between health and illness. Its core characteristics include a significant decline in an individual's physical vitality, physiological functions (e.g., sleep, muscle function), and environmental adaptability over a period of time (e.g., more than 1 month). It does not meet the diagnostic criteria for clinical diseases and is common among people engaged

in long-term high-intensity and highly repetitive work—such as public basic course teachers who stand for lectures and sit for long periods to prepare lessons.

Operational Definition

Combined with the physical workload of public basic course teachers in Hubei universities, physical exhaustion is measured using the Physical Exhaustion Scale. The specific observable indicators are as follows:

Frequency of Physical Symptoms (4 items): "In the past month, I have experienced persistent fatigue for at least 4 days a week, which cannot be relieved even after rest"; "I often suffer from back pain and leg swelling due to long-term standing while giving lectures". These items are scored on a 1-5 scale (1 = Never, 5 = Every day).

Physiological Function Indicators (3 items): A simplified version of the Pittsburgh Sleep Quality Index (PSQI) is adopted, including: "In the past month, it took me more than 30 minutes to fall asleep, or I easily woke up at least twice a night due to physical discomfort"; "Due to physical fatigue, I was unable to concentrate during daytime teaching at least 3 times a week". These items use the same 1-5 scale as above.

Occupational Sustainability (2 items): "I doubt that my physical condition can support me until the retirement age for public basic course teachers"; "Compared with colleagues of the same age in non-teaching positions, I feel my health status is worse". These items also adopt the 1-5 scale.

The higher the total score of the scale, the more severe the physical exhaustion.

7) Disruptive Student

Conceptual Definition

According to Holden's (1999) definition, student disruptive behaviors refer to actions carried out by students in the school environment that directly disrupt teaching order and impede the normal progress of teaching. For public basic course teachers, such behaviors not only consume teaching time but also cause emotional exhaustion, serving as a key trigger for burnout. They specifically fall into two categories: in-class disruptions and out-of-class violations.

Operational Definition

In line with the classroom characteristics of public basic courses (e.g., ideological and political courses, college English courses) in Hubei universities, student disruptive behaviors are measured through the following behavior frequency indicators:

In-class Disruptive Behaviors (4 items): "In the past month, I encountered at least 2 instances of students talking casually, using mobile phones, or sleeping per class"; "The rate of student lateness/early departure/absence is $\geq 10\%$ "; "Students refuse to cooperate in interactive sessions of public basic courses (e.g., group discussions, in-class questions)". These items are scored on a 1-5 scale (1 = Never, 5 = Every class).

Out-of-class Disruptive Behaviors (3 items): "In the past month, I encountered students failing to submit/plagiarizing public basic course assignments at least 3 times"; "Students conflict with teachers (e.g., talking back, questioning the necessity of the course) because they 'do not value' public basic courses"; "After being criticized for poor in-class performance, students intentionally create disruptions in subsequent courses (e.g., deliberate lateness)". These items use the same 1-5 scale as above.

The higher the total score of the scale, the more frequent the student disruptive behaviors.

1.9 Novelty of The Research

This study breaks new ground by focusing on the under-explored group of public basic course teachers in Chinese universities—a cohort facing unique stressors (e.g., cross-major teaching, large-class instruction, and marginalized resource allocation) that have been overlooked in mainstream teacher burnout research, which has predominantly centered on subject teachers or K-12 educators. While existing studies have examined general teacher burnout, they suffer from three critical gaps that this research addresses directly:

First, prior research has rarely integrated job resources, positive coping styles, and student disruptive behaviors into a unified analytical framework, often treating these factors as isolated predictors. Most studies either focus solely on environmental factors (e.g., workload) or individual factors (e.g., self-efficacy) in isolation, failing to capture the multi-layered interplay between institutional support, personal adaptation, and classroom dynamics—especially for public basic course teachers who must balance standardized teaching with diverse student needs.

Second, this research advances theoretical integration by adapting three classic frameworks—the Effort-Reward Imbalance (ERI) model, Job Demands-Control-Support (JDCA) model, and Social Cognitive Career Theory (SCCT)—to the specific context of Chinese higher education. Unlike previous studies that apply Western models uncritically, this research tailors the frameworks to account for cultural and occupational

nuances: for example, integrating Confucian values of "professional dedication" (a core contextual factor for Chinese teachers) into the JDSC model, and linking ERI's "effort-reward mismatch" to public basic course teachers' unique predicament (e.g., high emotional/physical effort vs. limited professional recognition). This cross-model, context-adapted integration has not been attempted in prior research on this teacher group.

Third, the study addresses a timely post-pandemic gap: while COVID-19 exacerbated teacher burnout globally, existing research has paid little attention to how the shift to hybrid teaching (a lasting change for public basic courses) intensified resource misalignment (e.g., inadequate digital teaching support) and student behavioral issues (e.g., online disruption). This research captures the pandemic's lingering impacts on burnout mechanisms, filling a void in time-sensitive, context-specific research.

Finally, unlike broader teacher burnout studies that generalize findings across disciplines, this research zeroes in on public basic course teachers' distinct challenges—such as fragmented workloads (combining teaching, administrative tasks, and cross-major lesson preparation) and resource scarcity—and explores how these unique stressors interact with coping styles and student behaviors to induce burnout. By centering this understudied cohort and constructing a contextually grounded, multi-factor integrated model, the study offers novel theoretical and empirical insights that extend beyond existing literature.

Understanding these unique mechanisms is crucial for fostering targeted interventions to enhance the professional commitment of public basic course teachers,

mitigate turnover, and elevate the quality of foundational education—addressing a critical but overlooked pillar of higher education sustainability.

