



Coping Style, Job Burnout and Mental Health of University Teachers of the Millennial Generation

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ABSTRACT

At present, in social transition period of China, reform of higher education is in full swing, with workload, job difficulty of university teachers greatly increased than before. Plus unique values and personality characteristics of the Millennial Generation, mental health of university teachers of the Millennial Generation has aroused more and more attention. However, research is still not enough. In this paper, questionnaire survey method was used to analyze the relationship between occupational stress, positive coping style, negative coping style, job burnout and mental health of university teachers of the Millennial Generation, and explore which path has the greatest effect on mental health with university survey data of Shaanxi Province, China from January 2016 to June 2016. It is found that occupational stress can produce significant positive predictive effect on negative coping style and job burnout, and have a significant negative predictive effect on positive coping style; Negative coping style has significant positive predictive effect on job burnout and mental health of university teachers of the Millennial Generation; Positive coping style has significant negative predictive effect on job burnout and mental health of university teachers of the Millennial Generation; Job burnout of university teachers of the Millennial Generation has significant positive predictive effect on mental health; Among all the paths that affect mental health, occupational stress has the greatest effect on mental health through job burnout. This study reveals the mechanism of influence of occupational stress on mental health of university teachers of the Millennial Generation, which can provide decision-making reference for colleges and universities to formulate strategies to intervene university teachers of the Millennial Generation's mental health problems from individual psychological level and strengthen mental health management of university teachers of the Millennial Generation.

Keywords: job burnout, mental health, negative coping style, positive coping style, occupational stress

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State of the literature

- The problem of individuals' mental health has become increasingly prominent, there has been extensive attention from academia and industries. The main aim of these studies is to provide important references for improving the mental health management of individuals.
- At present, Most of the existing research is based on a certain post to assess the level of mental health and to study the factors that affect mental health.
- Whether coping style and job burnout play a role between the occupational stress and mental health has not yet been resolved.

Contribution of this paper to the literature

- The significance of the present study lies in its contribution to the literature with the mental health of university teachers of the Millennial Generation, studies the relationship between occupational stress, positive coping style, negative coping style, job burnout and mental health of university teachers of the Millennial Generation.
- The study shows that the occupational stress has five significant effects on mental health, and the effect of occupational stress on mental health has the greatest effect through job burnout.
- The results show that university teachers of the Millennial Generation and their organizations should adopt appropriate intervention strategies.

INTRODUCTION

At present, China is in a period of intense social transformation. With the trend of economic globalization and integration, coupled with rapid development of science and technology, higher education mode is amid reform, and competition among universities is increasingly fierce, with workload, job difficulty of university teachers greatly increased than before. Moreover, rapid development of society, uncertainty of the environmental also makes university teachers face a variety of new problems and meet various challenges. In addition, with the intergenerational turnover of labor force, University teachers of the Millennial Generation have become the new forces of Chinese universities who bear hopes of universities. University teachers of the Millennial Generation have unique values and personality traits, under long-term and huge accumulation of pressure, mental health problems of university teachers of the Millennial Generation are particularly prominent. Most of the existing research is based on a certain post, mainly posts like primary and secondary school teachers, soldiers, police, nurses. There is little research on university teachers of the Millennial Generation. Therefore, to explore mental health problems of university teachers of the Millennial Generation and analyze intervention strategy for university teachers of the Millennial Generation and organizations from the perspective of coping style and job burnout, can help better solve mental health problems of university teachers of the Millennial Generation. In this regard, there are two research questions in this paper: (1) the relationship between occupational stress, positive coping style, negative coping style, job burnout and mental health

of university teachers of the Millennial Generation; (2) among all the paths that affect mental health, which has the greatest effect?

LITERATURE REVIEW

When people think that there is a difference between expectation and actual situation, they will generate stress. Since 1990, there has been literature showing that there is a certain relationship between occupational stress, coping style, job burnout and mental health.

The research results of occupational stress and job burnout show that occupational stress has a predictive effect on job burnout, while coping style can play a regulatory role in the relationship between the two. A study on service personnel shows that occupational stress will lead to job burnout (Shinn, Rosario, Mørch, & Chestnut, 1984). The same study shows that the increase in workload will bring more stress, and then lead to job burnout (Watson, Deary, Thompson, & Li, 2008). Lasalvia and Tansella (2011) proposed that A continuous occupational stress will lead to job burnout. A study on 251 rookie pediatric nurses shows that exposure to occupational stress significantly positively correlated with job burnout (Meyer, Li, Klaristenfeld, & Gold, 2015).

Coping style refers to the individual's efforts in cognition and behavior to reduce negative impact (Lazarus & Folkman, 1987). The results of the study shows that different coping styles have different regulatory effects on occupational stress (Tsaur & Tang, 2012); Foley and Murphy (2015) have surveyed 192 secondary teachers as a sample ,the study shows that the coping style is one of the important roles in predicting job burnout; Ceslowitz (1989) suggests that negative coping style like escape, facing problem alone, etc. increases degree of job burnout, while positive coping style like solving problem with plan, active re-evaluation, seeking social help and self-control can lower degree of job burnout; Wallace, Lee, and Lee(2010) hold that positive coping strategies can alleviate the relationship between work load and job burnout.

Occupational stress and mental health-related research results show that occupational stress and mental health are not directly related, whether stress can cause health damage concerns the three factors of stress intensity, social support and coping style. The two factors of stress intensity and social support are beyond the scope of personal control, while coping style, as an intermediary factor, affects nature and intensity of stress, and regulates the relationship between stress and physical and mental health (Chen, Zheng, Pan, & Zheng, 2000). For individuals, coping style is even more important in relief of stress(Saxon et al., 2017). Some scholars have proposed that individuals which is under long-term pressure in the environment can take a certain coping style and the coping style can play a protective role in mental health(Jackson, Knight, & Rafferty, 2010); The study shows that the emergency department nurses take the coping style when facing the pressure ,there is an effect of coping style on their physical and mental health and nursing quality(Lu et al., 2015); Taking the nurses as the research object, it is found that the frequent occupational stress leads to the low level of physical and mental health, the positive coping style of the problem is related to the mental

health, and the negative coping style of emotion is negatively correlated with the mental health(Chang et al.,2007).

Job burnout and mental health-related research results show that job burnout has a predictive effect on mental health. Tang, Au, Schwarzer, and Schmitz (2001)found in the study on Hong Kong teachers that job burnout would lead to negative mental health; The results showed that the level of physical and mental health of employees with job burnout is lower than that of employees without job burnout(Peterson et al.,2008); The results of study by Chen and Kao (2013)show that there is a significant positive correlation between job burnout and health problems and abnormal behavior; the results of study by Laschinger, Borgogni, Consiglio, and Read (2015)show that burnout of newly recruited nurses is positively related to poor mental health; Duarte,and Pinto-Gouveia (2016) agree with the opinion that pressure and burnout of health care professionals are related to several physical and mental health problems.

It can be seen that most of the existing studies focus on the bilateral or tripartite relationship between occupational stress, coping style, job burnout and mental health, which are carried out based on the Western context, or based on some high-pressure working groups in China, such as primary and secondary school teachers, policemen, soldiers. At present, there is no research on the relationship between occupational stress, coping style, job burnout and mental health of university teachers of the Millennial Generation. The Millennial Generation in this study refers to the contemporary group born after the 1980s (Li, 2015). Growing up in the era of reform and opening up, on the one hand, they like balance of working life, are more sensitive to democratic management and humane management, pursue reputation, desire status and achievements, are keen on pursuit of new things, and hope that work is interesting and challenging; on the other hand, they dislike traditional hierarchical management system, bear low loyalty, jump ship frequently, are easy to generate frustration, have insufficient pressure resistance and sense of responsibility(Jiang, & Yang, 2016). In the case of university teachers, they not only take on heavy teaching and research tasks, continue to learn under the fierce competition mechanism, but also face needs of rapid social development, provisions of the various departments of education, individual needs of students, as well as realistic conditions of economic pressure, emotional support and lack of communication, which leads to rise in their occupational stress and job burnout, and makes them susceptible to psychological disorder and psychological disease. This makes it quite necessary to explore the impact of occupational stress, coping style and job burnout of university teachers of the Millennial Generation on mental health in the Chinese context.

RESEARCH METHODS

Data sources

In this study, questionnaire was used to collect the relevant data. From January 2016 to June 2016, the university teachers of the Millennial Generation in 30 colleges and universities in Shaanxi Province were investigated by stratified sampling method. Before the investigation,

research team members received interview skills and research training. In the research process, university human resources departments were contacted in advance, office automation system in universities was used to issue one-to-one questionnaire to each staff, so that recovery rate and questionnaire validity could be ensured.

A total of 1390 questionnaires were issued and 1360 questionnaires were recovered. After removal of ineffective questionnaires, 1092 effective questionnaires were obtained, with effective recovery rate at 78.6%. The descriptive statistics of the samples showed that in terms of gender ratio, males numbered 533, accounting for 48.8% of the effective questionnaires; females numbered 559, accounting for 51.2% of the effective questionnaires. In terms of age structure, subjects aged 26~30 totaled 572, accounting for 52.4% of the effective questionnaires; subjects aged 31~35 totaled 479, accounting for 43.8% of the effective questionnaires; subjects aged 36~37 totaled 41, accounting for 3.8% of the effective questionnaires. In terms of education background, there were 99 undergraduates, accounting for 9.1% of the effective questionnaires, 342 masters, accounting for 31.3% of the effective questionnaires, 651 doctors, accounting for 59.6% of the effective questionnaires. In terms of work experience, those with less than 3 years' work experience numbered 438, accounting for 40.1% of the effective questionnaires; with 3~5 years' work experience numbered 265, accounting for 24.3% of the effective questionnaires; with 5~8 years' work experience numbered 222, accounting for 20.3% of the effective questionnaires; with more than 8 years' work experience numbered 167, accounting for 15.3% of the effective questionnaires. In terms of marital status, 336 people were unmarried, accounting for 30.8% of the effective questionnaires; 756 people were married, accounting for 69.2% of the effective questionnaires. In terms of position, there were 642 lecturers, accounting for 58.8% of the effective questionnaires; 354 associate professors, accounting for 32.4% of the effective questionnaires; 96 professors, accounting for 8.8% of the effective questionnaires.

Instruments

Considering the principle of combining authority and applicability, this study adopts the basic data questionnaire designed by ourselves and mature scale in related research at home and abroad.

For occupational stress scale, university teacher occupational stress scale prepared by Li (2005) was selected. The scale consists of five subscales of job security, teaching security, interpersonal relationships, workload and job pleasure, each of which respectively corresponds to 8,5,4,3,4 items, for instance "worry about unemployment", "knowledge crisis", "superiors do not trust", "long working hours", "have to do undesired things every day", etc. The scale uses 4-level Likert score standard, in which, "1" stands for no pressure, and "4" stands for severe pressure. The higher total score indicates greater individual pressure.

For work burnout scale, work burnout scale - general edition prepared by Maslachi C and revised by Li and Shi (2003) was selected. The scale consists of three subscales of emotional exhaustion, cynicism and low sense of accomplishment, each of which respectively

corresponds to 5, 4, 6 items, for instance "work makes me feel physically and mentally exhausted", "I am not as enthusiastic about work as before", "I have done a lot of valuable work" and so on. The scale uses 7-level Likert score standard, in which "0" stands for never, "6" represents every day. The higher the total score is, the more serious the job burnout is.

For coping style scale, simple coping style questionnaire prepared by Xie (1998) was selected. The scale consists of two subscales of positive coping and negative coping, each of which respectively corresponds to 12 and 8 items, for instance "look at good side of things as far as possible", "rely on others to solve problems". The scale uses 4-level Likert score standard, in which "0" stands for no use, and "3" stands for regular use. Average score of the project is calculated independently for the two subscales. A higher score indicates that the individual is more inclined to adopt the coping style.

For mental health scale, symptom self-rating scale prepared by Wang (1984) based on the Hopkins symptom list developed by Derogatis was selected. The scale is composed of 10 factors of somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis, etc. There are a total of 90 items, such as "headache", "work must be checked repeatedly", etc. The scale uses 5-level Likert score standard, in which "1" stands for no, "5" stands for serious. The higher the total score is, the more serious the mental health problem is.

RESULTS ANALYSIS

SPSS 20.0 and AMOS 21.0 software were used to sort and analyze the questionnaire data. The analytical methods used in this study include: reliability and validity analysis, correlation analysis and structural equation model analysis.

Reliability and validity analysis

In this study, the data were analyzed by SPSS 20.0 statistical analysis software. Cronbach's alpha coefficients were used to test the internal consistency reliability of each scale. The results showed that Cronbach's alpha coefficients of each scale and its subscale were greater than 0.7, indicating that measurement scales used in this study had good internal consistency reliability. Confirmatory factor analysis was performed using AMOS 21.0 analytical software, the analysis results of occupational stress scale, job burnout scale and coping style scale showed that: χ^2/df , NFI, CFI, IFI, GFI, TLI, RMSEA, the fitting indexes reached the standard for taking values. For the mental health scale, the correlation between the subscale and the total score exceeds the correlation between the subscales. All that indicates the measurement scale used in this study had good structural validity. In addition, these scales are mature scales widely used at home and abroad, so they have good content validity. In summary, scales used in this study have good reliability and validity, measurement effect is good and it is appropriate to make further test analysis.

Table 1. Correlation coefficients between the variables

		Occupational Stress	Negative Coping Style	Positive Coping Style	Job Burnout	Mental Health
Occupational Stress	Pearson Correlation		1			
	Sig. (2-tailed)					
Negative Coping Style	Pearson Correlation	.403**		1		
	Sig. (2-tailed)	.000				
Positive Coping Style	Pearson Correlation	-.319**	.071		1	
	Sig. (2-tailed)	.000	.352			
Job Burnout	Pearson Correlation	.608**	.417**	-.302**		1
	Sig. (2-tailed)	.000	.000	.000		
Mental Health	Pearson Correlation	.084	.534**	-.357**	.512**	
	Sig. (2-tailed)	.419	.000	.000	.000	1

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation Analysis and Structural Equation Model Analysis

Pearson correlation analysis was performed on five variables: occupational stress, positive coping style, negative coping style, job burnout and mental health using SPSS 20.0 software. The results are shown in **Table 1**.

It can be seen from **Table 1** that, at the significance level of 0.01, there is a significant negative correlation between occupational stress and positive coping style, the correlation coefficient is -0.319; there is a significant positive correlation between occupational stress and negative coping style, and the correlation coefficient is 0.403; there is a significant positive correlation between occupational stress and job burnout, and the correlation coefficient is 0.608; there is a significant positive correlation between negative coping style and job burnout, the correlation coefficient is 0.417; there is a significant negative correlation between positive coping style and job burnout, the correlation coefficient is -0.302; there is a significant positive correlation between negative coping style and mental health, and the correlation coefficient is 0.534; there was a significant negative correlation between positive coping style and mental health, the correlation coefficient is -0.357; there is a significant positive correlation between job burnout and mental health, and the correlation coefficient is 0.512. The above suggests that there is a correlation between occupational stress, coping style, job burnout and mental health of new-generation university teachers of the Millennial Generation in Chinese context. We further use AMOS 21.0 software to verify the degree of fitting of the data and conjecture model with structural equation model. The figure of this model is omitted here to save space.

After a number of amendments, the modified optimum structural model of the variables of occupational stress, coping style, job burnout and mental health of university teachers of the Millennial Generation was obtained (see **Figure 1**). In this study, the report of model fitting index for the intermediate debugging process is omitted, and overall fitting index of the modified optimal structural model is given as shown in **Table 2**.

Table 2. Fitting index of the modified optimal structural equation model

χ^2/df	NFI	GFI	RFI	IFI	TLI	CFI	RMSEA
2.24	0.91	0.96	0.97	0.93	0.95	0.94	0.05

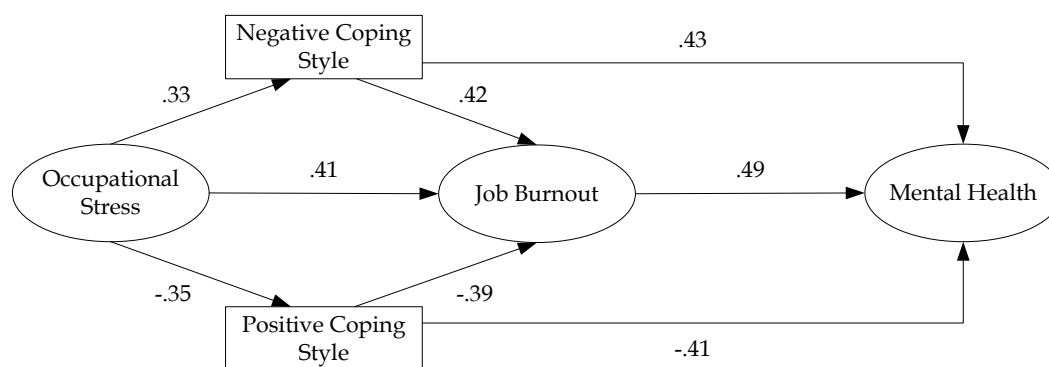


Figure 1. Modified optimal structural equation model

It can be seen from **Table 2** that χ^2/df is 2.24, RMSEA is 0.05, NFI, GFI, RFI, IFI, TLI, CFI are above 0.90 in the modified optimal structural model (see **Figure 1**). Each index has reached the fitting criterion of structural equation model, indicating that fitting of observation data by the modified optimal structural model is relatively good, so the influence of occupational stress, coping style, and job burnout of mental health of university teachers of the Millennial Generation can be explained according to its path.

The normalized path diagram of structural equation model can show the fitting effect of the model more intuitively. The normalized path diagram of the modified optimal structural model is shown in **Figure 1** (influence value from latent variable to observed variable is omitted here to avoid complexity).

It can be seen from **Figure 1** that, at the significance level of $P < 0.01$, occupational stress has a significant positive predictive effect on negative coping style and its path coefficient is 0.33, indicating that university teachers of the Millennial Generation tend to take negative coping style in the face of occupational stress; occupational stress has a significant negative predictive effect on positive coping style, and its path coefficient is -0.35, indicating that occupational stress will kill the work enthusiasm of university teachers of the Millennial Generation; occupational stress has a significant positive predictive effect on job burnout, its path coefficient is 0.41, indicating that university teachers of the Millennial Generation will have job burnout under great occupational stress; negative coping style has a significant positive predictive effect on job burnout, the path coefficient is 0.42 indicating that increasing job requirements will bring more occupational stress to the university teachers of the Millennial Generation, at the same time they lack work experience, which leads them to tend to take negative coping style like self-blame, fantasy, escape, etc. however, negative coping

Table 3. Decomposition of effect value of occupational stress for mental health

Paths	Effect value	Percentage
Occupational Stress → Negative Coping Style → Mental Health	$0.33 \times 0.43 = 0.142$	22.8%
Occupational Stress → Negative Coping Style → Job Burnout → Mental Health	$0.33 \times 0.42 \times 0.49 = 0.068$	10.9%
Occupational Stress → Job Burnout → Mental Health	$0.41 \times 0.49 = 0.201$	32.3%
Occupational Stress → Positive Coping Style → Job Burnout → Mental Health	$-0.35 \times -0.39 \times 0.49 = 0.067$	10.8%
Occupational Stress → Positive Coping Style → Mental Health	$-0.35 \times -0.41 = 0.144$	23.2%
Total	0.622	100.0%

style can't solve the problem, in contrast, it will make the problem continue to accumulate , and prone to job burnout; positive coping style has a significant negative predictive effect on job burnout, its path coefficient is -0.39, indicating that when university teachers of the Millennial Generation face heavy occupational stress, the use of seeking help, problem solving, rationalization and other positive coping style can help them better adapt to the work environment, hereby reducing job burnout; negative coping style has a significant positive predictive effect on mental health, its path coefficient is 0.43, indicating that when facing occupational stress, the more negative coping style is adopted by university teachers of the Millennial Generation, the more likely it is that mental health problem worsens; positive coping style has a significant negative predictive effect on mental health, and its path coefficient is -0.41 ,indicating that positive coping style can alleviate mental health problem of university teachers of the Millennial Generation in job burnout; job burnout has a significant positive predictive effect on mental health, the path coefficient is 0.49, indicating that when university teachers of the Millennial Generation face occupational stress that is brought about by new problems and challenges, and thus prone to job burnout. If things go on like this, they are prone to negative emotional accumulation, which will directly exacerbate their mental health problems.

Table 3 lists the decomposition results of the normalized path coefficients in **Figure 1**. As can be seen from **Table 3**, the impact of occupational stress on mental health has five significant paths, in which occupational stress has the greatest effect on mental health through job burnout.

DISCUSSIONS

This paper proves via empirical study that occupational stress of university teachers of the Millennial Generation can have a significant impact on negative coping style, positive coping style and job burnout directly; occupational stress can produce significant indirect effect on job burnout and mental health through negative coping style and positive coping style; in addition, among all the paths affecting mental health, occupational stress has greatest effect on mental health through job burnout.

First, it can be seen from **Table 3** that direct effect of occupational stress of university teachers of the Millennial Generation on job burnout is greater than regulatory effect of negative coping style and positive coping style. The reason for this phenomenon is that positive coping style will help university teachers of the Millennial Generation face pressure

and challenge, so that they try every means to solve the problems encountered. Smooth solution of problems will enhance their personal sense of accomplishment, thereby reducing job burnout; negative coping style cannot solve the problem, but may alleviate negative emotions of university teachers of the Millennial Generation to a certain extent, and play a certain role in alleviating their job burnout. Therefore, if organizations want to reduce job burnout of university teachers of the Millennial Generation, the most fundamental is to advocate more positive coping style in the face of occupational stress to find solutions to problems and avoid negative coping style such as escape, improve their ability to cope with stress through time management, interpersonal relationship and decision-making training, improve their ability to solve problems, thereby improving their working efficiency and reducing possibility of their job burnout. In addition, organizations should create a relaxed, harmonious working atmosphere for university teachers of the Millennial Generation as far as possible, increase their job pleasure, and control their job burnout from the source so as to improve individual performance and organizational effectiveness of university teachers of the Millennial Generation.

Second, it can be seen from **Figure 1** that occupational stress of university teachers of the Millennial Generation has a significant impact on mental health through negative coping style and positive coping style. The negative coping style will exacerbate negative development of mental health problems, while positive coping style will have a certain mitigation effect on mental health problems. It indicates that when university teachers of the Millennial Generation face occupational stress, different coping styles have different effects on their mental health. Therefore, in prevention and intervention of mental health of university teachers of the Millennial Generation, organizations should take full account of role of different coping styles. Positive coping style will help solve problems, so university teachers of the Millennial Generation should strengthen individual initiative to monitor, adjust non-constructive and destructive coping style, enhance their "immunity" to occupational stress, turn passive defense to initiative prevention. Negative coping style is closely related to anxiety. In case of inappropriate attribution, repeated occurrence of problems will further aggravate degree of anxiety, so that individuals fall into a vicious circle. Leisure can reduce the impact of negative coping style on mental health to a certain extent, so organizations should pay more attention to balance of work and life of university teachers of the Millennial Generation. For instance, organizations can provide leisure interventions such as free cafeteria, internal gyms, cultural and recreational activities, paid leave and flexible work schedule, etc. so that they can relax and adjust timely in the face of occupational stress, thereby reducing the damage to their mental health. This will enhance happiness, working efficiency and job satisfaction of university teachers of the Millennial Generation in work, thus indirectly improving organizational efficiency.

Third, it can be seen from **Table 3** that among all the paths that affect mental health, occupational stress has the greatest effect on mental health through job burnout. It indicates that coping style can adjust the relationship between occupational stress and mental health of

university teachers of the Millennial Generation to a certain extent. The job burnout will exacerbate development of mental health problems. Therefore, the core to mental health intervention lies in defense of job burnout. For university teachers of the Millennial Generation, job burnout will not only affect their mental health, consume their internal resources, increase their personal job costs, but also may damage their productivity and production quality in work, lower their job satisfaction and organizational commitment and increase their turnover intention, which means great cost for organizations. Therefore, organizations must put more attention to university teachers of the Millennial Generation, especially teachers with job burnout, timely communicate with them to understand their psychological needs, provide psychological stress source analysis, psychological counseling and emotional adjustment if necessary, and make further analysis on their job motivation, needs and satisfaction, etc. then provide necessary needed support as much as possible so that they receive timely and effective adjustment, restore the best condition in a short period of time, to prevent further deterioration of job burnout to mental health problems, thereby reducing personal and organizational burnout costs. In addition, organizations should set up special job burnout research room based on characteristics of university teachers of the Millennial Generation. If conditions permit, assess their job burnout and mental health on a regular basis, timely detect signs of job burnout and teachers with poor mental health, take effective measures to intervene, so that job burnout and mental health problems are effectively controlled.

CONCLUSIONS

In view of poor mental health of university teachers of the Millennial Generation, this paper explores the mechanism of influence of occupational stress, positive coping style, negative coping style and job burnout on mental health by using the data obtained from questionnaires of 1092 university teachers of the Millennial Generation in Shaanxi province from January 2016 to June 2016.SPSS 20.0 and AMOS 21.0 statistical analysis software were used for data analysis, and finally the following conclusions were drawn:

- (1) Occupational stress can have significant positive predictive effect on negative coping style, job burnout, and have a significant negative predictive effect on positive coping style.
- (2) Negative coping style has significant positive predictive effect on job burnout and mental health of university teachers of the Millennial Generation.
- (3) Positive coping style has significant negative predictive effect on job burnout and mental health of university teachers of the Millennial Generation.
- (4) Job burnout of university teachers of the Millennial Generation has a significant positive effect on mental health.
- (5) Among all the paths that affect mental health, occupational stress has the greatest effect on mental health through job burnout.

Although the research of this paper makes up to a certain extent for lack of empirical research of university teachers of the Millennial Generation in the study of relationship between occupational stress, job burnout, coping style and mental health, there are still some limitations. (1) Limited by the research data, the sample enterprises in this paper are limited to colleges and universities in Shaanxi Province, China, which makes sample representativeness and universality of the conclusions limited to a certain extent. In fact, for the research questions proposed in this paper, we can expand the scope of selected samples in the follow-up study, pay attention to sample representativeness, consider whether university teachers of the Millennial Generation of different regions and different individual characteristics have differences shown in the relationship between occupational stress, job burnout, coping style and mental health. The research subjects should be differentiated according to specific areas and characteristics and carefully studied, to further improve reliability of the conclusions of the study. (2) Occurrence of job burnout and adjustment of coping style need a process, which may result in certain lagging in its influence on mental health of university teachers of the Millennial Generation. In this paper, the cross-sectional data of Chinese universities in Shaanxi Province cannot fully reflect the dynamic changes of influence of occupational stress, job burnout and coping style on the university teachers of the Millennial Generation mental health. In the future study, we can consider follow-up investigation of university teachers of the Millennial Generation to obtain time series data, avoid shortcomings of cross section data, and further enrich research method of this paper. (3) In the future study on the relationship between occupational stress, job burnout, coping style and mental health of university teachers of the Millennial Generation, we can further explore the relationship between different dimensions, and also consider influence of such factors as leadership style, organizational culture, personality traits, organizational support to explore mediating effect or regulatory effect of the relationship between different factor variables and job burnout, mental health.

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