

Job-Burnout of Public English Teachers in Colleges and Universities under the Background of "Internet +"

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Abstract: With the development of "Internet +", the mode of traditional education has been changed rapidly, which makes knowledge update speed and talent competition more intense. Teachers cannot effectively cope with job-burnout when they are working pressure, which is an extreme reaction. Common phenomena have become an important factor restricting the development of University teachers. Job burnout also has an important impact on teaching quality, student development and the stability of teachers. This study investigates the job burnout of public English teachers in 23 undergraduate colleges and universities by means of questionnaires. It also uses descriptive statistics, variance analysis, correlation analysis, regression analysis and other statistical methods to deal with and analyze the job burnout of public English teachers in Colleges and universities. On this basis, it predicts the level of job burnout of public English teachers in Colleges and universities. The results show that there is a significant positive correlation between self-worth and teaching efficacy, and a significant negative correlation between teaching efficacy, self-worth and job-burnout.

1. Introduction

Public English teachers in colleges and universities have been undertaking arduous tasks of teaching and scientific research. Facing the informationization of education, the great impact of teaching reform, the increasingly heavy teaching tasks and the higher requirements for professional knowledge, all these make them feel tired physically and mentally and have no power to work, which has been a phenomenon of job-burnout. Teachers' job-burnout is considered a serious problem in university environment [1].

At present, the domestic research on teachers' job-burnout is mostly focused on primary and secondary school teachers, and the related research on university teachers is very less. Some domestic and foreign scholars have carried out research on the relationship between stressors, situational variables, and self-efficacy and teachers' job-burnout [2-3]. Most studies believe that foreign language teachers' emotional regulation and emotional labor strategies can affect teachers' job-burnout [4]. Emotional intelligence and workplace social support can protect teachers from occupational burnout [5]. Some scholars have studied the impact of gender, gender equality and national learning assessment (nlas) on teachers' job-burnout [6-7]. Research intervention has a positive impact on teachers' job-burnout and mental health. The results of the study have important implications for different stakeholders in education and teaching [8-12].

With the rapid development of "Internet + education", it has brought a great impact on traditional education ideas, promoted the change of traditional education mode, and encountered unprecedented opportunities and challenges. Whether from the perspective of College teachers' physical and mental health and professional sustainable development, or from the perspective of curriculum reform, it is of vital importance to pay attention to and alleviate the professional pressure of college teachers. Therefore, this study takes college public English teachers as the

research object, through the investigation of their occupational status, so as to understand their overall job burnout. On this basis, this paper analyses the status of job-burnout of public English teachers in general undergraduate colleges and universities, explores its causes and puts forward corresponding mitigation strategies, to a certain extent, to make up for the inadequacy of theoretical research on Job Burnout of College English teachers, and provides reference and empirical support for further research on Job Burnout of College English teachers in China.

2. Method

2.1 Research on the Structure of Professional Burnout of College Teachers

Job burnout refers to emotional exhaustion resulting from overconsumption of working ability, energy and resources. With the in-depth study of experts in various fields, most of them think that job burnout refers to the symptoms of emotional exhaustion, dehumanization and low personal accomplishment in the field of serving people. Based on this, the MBI scale is compiled, which is the most widely used job burnout measurement scale at present. Among them, "emotional exhaustion" refers to the exhaustion of emotional state, which can not arouse interest in interpersonal relationships and make people exhausted; and "de-individualization" refers to the negative attitude of apathy and alienation towards students or other related affairs, which leads to the lack of sense of responsibility and the weakening of self-directed function; "Low personal sense of achievement" refers to the fact that the teaching work done by university teachers does not reflect their own sense of value and low sense of achievement.

Teachers' job-burnout refers to "the emotional exhaustion", "dehumanization" and "low sense of achievement" caused by teachers' continuous consumption of emotional resources under various pressures such as work, organization and society. College teachers have been engaged in high-intensity teaching, scientific research tasks and students 'related affairs for a long time, but cannot effectively cope with emotional, cognitive and behavioral psychological fatigue when environmental pressure occurs. Teachers' job burnout in Colleges and universities poses a great threat to teachers' career development, career and the stability of the teaching staff. There are four main structural models of job burnout:

1) Single-factor model: Only define burnout is known as a single-factor model from the dimension of "emotional exhaustion".

2) Two-factor model: Job-burnout is composed of the core burnout factor and personal accomplishment factor. The core burnout factor is composed of "emotional exhaustion" and "depersonalization" factors.

3) Three-factor model: Job-burnout is composed of "emotional exhaustion", "depersonalization" and "low sense of achievement". The three-factor model is better than the single-factor model and the two-factor model, and has strong cross-career stability.

4) Four-factor model: Teachers' burnout is composed of "emotional exhaustion", "depersonalization", "low sense of achievement" and "knowledge exhaustion".

2.2 Measurement and Data Analysis of Teachers' Job-Burnout

The scale of job -burnout can be expressed by Maslach Burnout Inventory (MBI), Pines Burnout Inventory (BM), Oldenburg Burnout Inventory, Burnout Inventory and Rome Burnout Inventory. One of the most commonly used MBI job burnout questionnaires is to assess the level of individual job-burnout through "emotional exhaustion", "de-personalization" and "low sense of achievement". Most of the job-burnout scales compiled by Chinese scholars are adapted on the basis of MBI. In this study, MBI scale is used to measure job burnout of College English teachers. At the same time, SPSS was used to analyze and test the questionnaire data, and descriptive statistics, sample t-test or variance analysis, correlation analysis and regression analysis were used for statistical analysis.

1) Descriptive statistical analysis: It is mainly used for the statistics of continuous variables. Descriptive statistics are used to list the statistical results of the minimum, maximum, mean and standard deviation of the population and dimensions in the questionnaires, and to describe and

analyze the overall situation of the subjects;

2) Sample t-test or one-way ANOVA: mainly used for comparing data between groups;

3) Relevance analysis: Pearson coefficient was used to measure the correlation between scales and dimensions;

4) Regression analysis: used to measure the influencing factors of job-burnout.

2.3 Multivariate Linear Regression Model

Regression analysis is an effective method to explore the correlation and dependency among variables. Linear population regression model is the most common population regression model because of its simple form and relatively easy to estimate and test parameters.

The general form of multivariate linear regression model is:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \dots + \beta_k X_{ki} + \mu_i (i = 1, 2, \dots, n) \quad (1)$$

Where Y is the interpreted variable, X_1, X_2, \dots, X_k is the explanatory variable; $\beta_0, \beta_1, \dots, \beta_k$ is the parameter to be estimated (Regression coefficient). μ is a random error term; k is the number of explanatory variables; i is the subscript of observation value; n is the sample size.

The weighted multivariate linear regression function can be obtained by weighted synthesis of the weights of each index obtained by analytic hierarchy process and the multivariate linear regression equation obtained by formula 1.

$$Y_i = \beta_0 + \sum_{k=1}^n \omega_k \beta_k X_{ki} + \mu_i (i = 1, 2, \dots, n) \quad (2)$$

The purpose of this paper is to study the characteristics of College English teachers' sense of self-worth, teaching effectiveness and job-burnout, and to further analyze the relationship between the three by means of multiple linear regression model, so that the individual factors of College English teachers can be considered comprehensively, so as to facilitate teachers to understand their own burnout. Necessary adjustments should be made to promote the development of subjective consciousness and positive beliefs.

3. Research and Design

3.1. Objects of Study

The subjects of this study are public English teachers in Colleges and universities. Questionnaires are distributed to examine teachers' job-burnout. A total of 350 questionnaires are distributed to public English teachers in 23 universities in Beijing, Hubei, Guangdong Heilongjiang, Liaolin and Jiangxi provinces and cities. Including 141 male teachers, 209 female teachers, 126 Vice-Senior titles, 145 intermediate titles and 79 assistants. Removing unfinished and randomly answered questionnaires, 344 valid questionnaires were recovered, with an effective recovery rate of 92.6%. The basic information of the subjects is detailed in Table 1.

Table 1. Basic Situation Table of Public English Teachers in 23 Undergraduate Universities

variable		number of people	constituent ratio
Gender	Male	141	41.0%
	Female	203	59.0%
Education	Master degree and below	221	64.2%
	Doctor degree and above	123	35.8%
Marital status	married	262	76.2%
	unmarried	82	23.8%
School location	Provincial capital city	186	54.1%
	prefecture-level city	158	45.9%

variable		number of people	constituent ratio
Salary	<4000	103	29.9%
	4000-6000	153	44.5%
	>6000	88	25.6%

3.2 Research Tools

1) Teacher Self-Concept Scale (TSCES)

The questionnaire contains six dimensions: self-acceptance, interpersonal perception, teacher-student relationship, teaching satisfaction, teaching ability and initiative. The internal consistency reliability of the scale is 0.86. The questionnaire contains five factors: vocational skills, personal morality, social acceptance, interpersonal relationship and student feedback, with a total of 20 questions.

2) Teacher Effectiveness Scale (TES)

Including personal teaching efficacy and general teaching efficacy, there are 15 items in total. The higher the score, the higher the level of teaching efficacy of the subjects. The factors of the scale and the internal consistency coefficients of the whole questionnaire were 0.887, 0.763 and 0.862, respectively.

3) Job Burnout Questionnaire

The questionnaire included emotional exhaustion, depersonalization and low sense of achievement, with 12 questions. The internal consistency reliability of the three dimensions was 0.89, 0.78 and 0.79, respectively.

4. Research Results and Analysis

This paper used SPSS to analyze the valid questionnaires, including descriptive statistics, difference test, correlation analysis and regression analysis.

4.1 Statistical Analysis of Research Results

1) Descriptive statistics

The average value of self-worth of subjects ranged from 2.79 to 4.43, and the average level of teacher-student relationship was the highest. In terms of teaching efficacy, the average value of teachers' personal teaching efficacy was 4.26, which was significantly higher than that of general teaching efficacy 3.64. The average values of three dimensions of job burnout were 2.79, 2.18 and 2.29, respectively. Generally speaking, the level of self-concept and teaching efficacy of public English teachers in Colleges and universities is relatively high; there is job burnout, but the index value of emotional exhaustion is relatively high, as shown in Table 2.

Table 2. Descriptive statistics

Variable	factor	minimum value	Maximum value	mean value	standard deviation
Self-concept	Self- acceptance	1.80	4.71	4.35	0.62
	Interpersonal perception	1.70	4.12	4.17	1.64
	Teacher-student relationship	1.00	4.94	4.43	0.73
	Teaching ability	1.00	4.31	4.02	1.63
	Teaching Satisfaction	2.00	4.12	3.87	0.64
	Risk acceptance	1.80	4.23	3.79	0.79
Teaching Efficiency Sense	Personal Teaching Efficiency	1.20	4.87	4.26	0.55
	General Teaching Efficiency Sense	1.00	4.24	3.64	0.51
Job-burnout	Emotional exhaustion	1.00	4.89	2.79	0.72
	Depersonalization	1.0	4.2	2.18	0.67

	low sense of accomplishment	of	1.0	4.9	2.29	0.58
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2) Difference test

Teachers of public foreign language majors in Colleges and universities generally have a high level of self-concept and teaching efficacy. Intermediate professional title teachers scored higher than senior professional title teachers in self-concept and teaching effectiveness, but job burnout was slightly more serious than senior professional title teachers. Male teachers are slightly more burnout than female teachers, but their teaching efficacy is higher than that of female teachers. From the perspective of age, young teachers' teaching efficacy is low, but their self-concept level is relatively high.

Table 3. Difference examination (M±D)

Project (n stands for amount.)		Self-worth	Sense of Teaching Efficiency	Job-burnout
professional titles	Associate Professor and above(n=126)	3.65 ± 0.65	3.55 ± 0.59	2.12 ± 0.58
	medium-grade professional title and below(n=218)	3.95 ± 0.71	3.88 ± 0.61	2.54 ± 0.69
Gender	Male(n=141)	3.71 ± 0.61	2.98 ± 0.71	2.55 ± 0.61
	Female(n=203)	3.92 ± 0.72	3.66 ± 0.78	2.17 ± 0.65
age	<30(n=21)	4.12 ± 0.75	3.46 ± 0.58	2.63 ± 0.71
	31~40(n=162)	3.96 ± 0.58	3.93 ± 0.67	2.85 ± 0.70
	41-50(n=103)	3.89 ± 0.67	3.85 ± 0.55	2.19 ± 0.56
	>50	3.86 ± 0.62	3.99 ± 0.65	2.28 ± 0.65

3) Relevant analysis and statistics

In order to further illustrate the relationship among teaching efficacy, self-concept and job burnout of college foreign language teachers, this paper makes a statistical analysis of these three variables as shown in Table 4. When controlling the variables of self-worth, the partial correlation coefficient between teaching efficacy and job burnout was - 0.33, P = 0.726, and there was no significant correlation. When controlling the variables of teaching efficacy, the partial correlation coefficient between self-concept and job burnout was - 0.531, P = 0.000, which was significantly negative correlation. When controlling the variables of job burnout, self-concept and job burnout were negatively correlated. The partial correlation coefficient of teaching efficacy was 0.426, p=0.000, and there was a significant positive correlation between them. Therefore, there is no linear relationship among teaching efficacy, self-worth and job burnout, and self-concept variables play a mediating role.

Table 4. Correlation analysis

Variable	Self- worth	Sense of Teaching Efficiency	Job- burnout
Self- worth	1.00	0.426(p<0.01)	-0.531
Sense of Teaching Efficiency	0.479(p<0.01)	1.000	-0.33
Job- burnout	-0.548(p<0.01)	-0.318(p<0.01)	1.00

4) Regression analysis results

In this paper, multiple linear regression model is used for regression analysis. Table 5 shows the four independent variables of self-worth, namely "initiative", "teacher-student relationship", "self-acceptance and teaching satisfaction", and jointly predicts and explains the change of job burnout of 41.8%. The adjusted model fits the data well.

Table 5. Regression Analysis of Job-burnout

	B	β	T	Sig	R^2
Teaching Satisfaction	-0.236	-0.287	-4.561	0.000	0.418
Teacher-student relationship	-0.156	-0.225	-3.123	0.005	
Self-acceptance	-0.128	-0.247	-2.879	0.007	
Initiative	-0.107	-0.198	-2386	0.008	

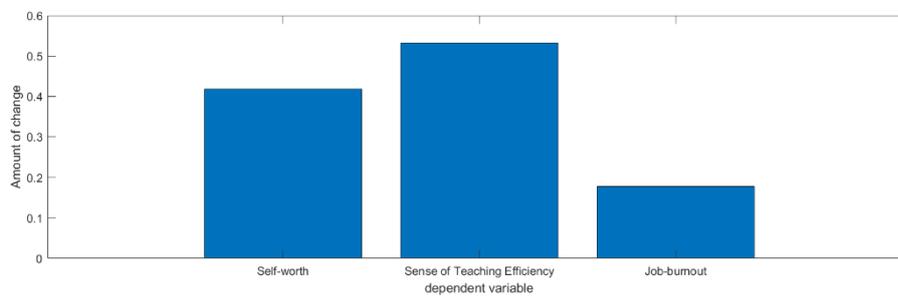


Figure 1. The results of regression analysis

Taking teaching effectiveness as dependent variable and job burnout as predictive variable, the variable of 53.3% job burnout is predicted and explained. The overall predictive result is shown in Figure 1.

4.2 Discussion of Research Results

Through questionnaire survey and analysis, this paper summarizes the current situation of job burnout of public foreign language teachers in colleges and universities under the background of "Internet +".

(1) Statistical analysis of descriptive analysis

The results of this study show that the self-worth and teaching efficacy of college public foreign language teachers are in good condition. There is no obvious job burnout and the job burnout is general. Among the variables of self-worth, the mean values of risk acceptance and initiative dimension are the lowest, while the mean values of teacher-student relationship dimension are the highest. The intelligence class, online and offline teaching in universities and Colleges Based on the "Internet +" teaching mode and teaching method both narrow the distance between teachers and students, so the average dimension of teacher-student relationship is the highest.

(2) Analysis of the Difference Test of Self-worth, Teaching Efficiency and Job Burnout

Due to the large number of classes taught by public English teachers in Colleges and universities, teachers not only have to undertake teaching tasks, but also have a clear understanding of the learning situation of different classes. They tend to perform generally in terms of self-worth and teaching efficacy, which eventually leads to job burnout. The results show that the level of burnout of teachers with intermediate titles is higher than that of teachers with senior titles. It mainly comes from the pressure of schools and society on teachers with intermediate titles. Schools formulate various indicators to assess teachers. Young and middle-aged teachers are also facing tremendous pressure of social survival, but also bear heavy pressure of education and research, low level of self-efficacy and self-acceptance. The senior professional title teachers are usually older, with high level of self-concept and self-efficacy, and the phenomenon of job burnout is not obvious.

(3) The statistical results of correlation analysis and regression analysis

The three variables are closely related. Teaching efficacy and self-concept are negatively correlated with job burnout, which indicates that the stronger the teacher's teaching efficacy and self-concept, the lower the job burnout. This is consistent with previous studies.

5. Conclusion

Through questionnaire survey and prediction analysis, this study summarizes the current situation of job burnout of public foreign language teachers in Colleges and Universities under the background of "Internet +". The results show that the stronger the relationship between self-concept, teaching efficacy and job burnout is, the lower the job burnout is. Therefore, in order to improve teachers' job- burnout, teachers and universities must make joint efforts to enhance teachers' self-concept and teaching efficacy.

At the level of young teachers, we need to learn to self-regulate, establish a positive self-concept evaluation system, enhance teaching efficacy and adhere to professional learning. At the school level, managers should create an open and relaxed environment to facilitate teachers' professional development. In terms of teaching content, mode and assessment system, teachers should be humanized and given more autonomy in order to enhance risk acceptance and initiative. The results of the survey are basically in line with the expectations. The research results can also provide a theoretical basis for higher education departments to carry out educational system reform. Suitable for the theme of College English teaching reform in China is of great significance to improve the teaching quality of teachers and promote the career development of College English teachers.

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