

Review on the Research Status of College English Teachers' Job Burnout

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Abstract—This article summarizes the research on the current situation of college English teachers' job burnout in Jilin Province. It is an empirical review of the research status of college English teachers' job burnout. By summarizing and combing the domestic and abroad research, the significance and value of the research on the college English teachers' job burnout in Jilin Province are found. The research purpose, research content and innovation of this research are introduced. This article is the first in a series of papers on the current situation of college English teachers' job burnout in Jilin Province.

Keywords—*teachers' job burnout; status; college English teachers*

I. INTRODUCTION

This article briefly describes the current research status of college English teachers' teaching burnout at home and abroad, and reviews the historical origin and development of the research. This article discusses the significance and value of the research in detail, clarifies the research goals and objectives, and discusses the research content. In addition, the task of follow-up research is explained in this article.

II. REVIEW OF THE RESEARCH SITUATION IN CHINA AND FOREIGN COUNTRIES

With the rise of work burnout research, researchers have clarified their understanding of the concept of work burnout from different theoretical perspectives, and put forward different definitions of work burnout.

Freudenberger gave the earliest definition of job burnout. He proposed in the article "Staff Job Burnout": Job burnout is a specific psychological state, and individuals in this state will suffer emotional exhaustion, lose their sense of personal accomplishment, and treat others indifferently. Later, Freudenberger and North further explained this. They believed that the exhaustion in job burnout was caused by the overload requirements imposed by individuals or externally, which would exhaust the individual's work vitality, coping strategies and internal resources. The generation of this mental state is always accompanied by stress and overload, which will ultimately affect the individual's work motivation, work attitude and work performance. It is not difficult to see that Freudenberger's concept of job burnout is more defined from a static perspective.

At the same time, some researchers have chosen to define job burnout from a dynamic perspective. Cherniss treats job burnout as a response to the individual under long-term work stress in the development model of job burnout. It is the last stage of the coping process; he believes that job burnout can be further divided into stress, Anxiety (tenseness) and defense (defense). Cherniss explicitly uses the term process to describe job burnout, and his specific expression is as follows: Job burnout is a process in which individuals are negatively affected by work situations for a long time. Edelwich and Brodsky also defined job burnout as the progressive loss of vitality, meaning, and attention to work-related situations. Job burnout, as defined by Pines, Aronson, and Kafry, is also a reaction to work stress, which is characterized by fatigue, low accomplishment, and distress. Friedman's dynamic definition states that job burnout is a gradual process caused by a variety of factors, from the emergence of stress to the reaction process that produces changes in mental state. This reaction process includes two different paths, namely the cognitive path that involves the loss of sense of accomplishment and the emotional exhaustion path caused by work overload. The two paths can sometimes cross.

Schaufeli and Enzmann, based on the synthesis of many definitions of job burnout, defined it as follows: Job burnout is a continuous and negative psychological state related to work experienced by individuals. It is characterized by exhaustion. Its specific manifestations include exhaustion, inefficiency, decreased motivation, and negative changes in attitudes and behaviors. This mental state is gradually formed, but is not known by individuals for a long time. This definition not only clarifies the core symptoms and static characteristics of job burnout, but also describes the dynamic process of job burnout, and comprehensively summarizes the essence of the phenomenon of job burnout.

There are many definitions of job burnout. According to Maslach's research statistics, there are at least 30 kinds of definitions and descriptions of job burnout. With the continuous deepening and development of related research, new definitions of job burnout are also emerging. Nevertheless, the operational definition of job burnout proposed by Maslach and Jackson has been widely recognized by the academic community. This definition consists of three dimensions: emotional failure, dehumanization, and low personal accomplishment. Emotional failure describes a state in which an individual is

overwhelmed emotionally by taking on too many responsibilities, and then loses his enthusiasm for work. Emotional failure is the most central dimension in the three-dimensionalness of job burnout. It represents the personal stress component of job burnout. Personality disintegration refers to an individual facing various aspects of work with a passive, rigid, and extremely indifferent attitude, which will negatively affect the interpersonal relationships in the individual's work impact, which represents the interpersonal interaction component of job burnout, is also an important dimension in the study of job burnout. The reduction of personal accomplishment / low work efficiency refers to the sense of incompetence and inefficiency experienced by individuals at work. Decreased personal accomplishment can also cause individuals to have low self-esteem and depression. It is worth noting that the decreased personal accomplishment is an internal evaluation made by the individual, not by others. The external evaluation made represents the self-evaluation component of job burnout.

Job burnout, or burnout for short, refers to an individual's long-term response, including emotional exhaustion and cynicism due to an inability to effectively cope with various ongoing pressures at work. Emotional exhaustion refers to individuals who think that all their emotional resources have been exhausted, feel that they are particularly tired and stressed, and lack motivation and motivation for work. They will experience frustration, tension and even emergence at work. Fear of work situations. Cynical means that individuals will deliberately keep a certain distance from work and other people who are related to work. They are not as enthusiastic and engaged as they used to be, and they are always passive in completing their own work. And no longer care if their work contributes. Decreased sense of achievement means that individuals have a negative evaluation of themselves, believe that they cannot effectively perform the job, or doubt the contribution of their work, that their work does not contribute to the society, the organization and others (Li Chaoping & Shi Kan, 2003).

In the work requirement-resource model, various types of work characteristics are classified into two categories: work requirements and work resources. Work requirements refer to the physical, psychological, social or organizational requirements involved in work. These requirements require continuous physical or psychological effort or skills, and are therefore related to certain physical and psychological costs, such as work pressure, Emotional requirements, interpersonal requirements, etc. Work resources refer to the physical, psychological, social or organizational resources of an individual's work. They help individuals achieve work goals, reduce work requirements and related physical and mental consumption, and stimulate individual personal growth, learning and development, such as work control, Social support, feedback, compensation, career opportunities, organizational justice, etc.

With the rapid development of the global economy, human society has entered an era of informationization to accelerate change. In this rapidly changing era, all industries are facing unprecedented fierce competition. This competition brings more opportunities to modern people, but

also brings more challenges and pressures. As a result, modern people who have been under extreme working pressure for a long time but lack effective measures inevitably suffer from an occupational disease called "work burnout". As an occupational disease of modern people during the transformation period, job burnout has gradually spread to various industries, affecting more and more people in the workplace.

In 1974, the American psychologist Freudenberge: for the first time proposed the concept of job burnout, which describes the symptoms of emotional exhaustion, loss of work motivation, and reduced work input that individuals gradually experience in work. Once this concept was proposed, it attracted the attention of many scholars. In the 1970s, researchers carried out a large number of clinical descriptive studies on job burnout. In the 1980s, the work burnout research began to shift to more systematic empirical research. The concept has been systematically quantified, and new progress has been made since the 1990s.

Teachers are also one of the high incidence groups of job burnout. Farbe, a well-known scholar in the field of job burnout research in the United States, has trained teachers for job burnout as "crisis in education". Teachers are the base of education plan. Teachers' job burnout will not only affect students and classroom atmosphere, but also affect the smooth progress of education reform and social development. Research on teachers' job burnout abroad has begun in the 1980s. Researchers have conducted a series of studies on the types, performance and influencing factors of teacher job burnout, and have achieved fruitful results (Maslach et al. 2001). After entering the 21st century, domestic researchers have also begun to pay attention to the research in the field of job burnout. In 2004, some researchers began to conduct related research in the field of teacher burnout. Researchers have not only borrowed or adapted maturity scales from foreign job burnout areas to measure and describe the current status of teachers' job burnout in our country (eg Wang Fang & Xu Yan, 2004; Wang Guoxiang, etc., 2003), but also tried to test teachers. Explore the causes and intervention strategies of job burnout (Xu Fuming et al., 2005). However, as research in this area is still in its infancy, there are still many issues that need to be further explored:

First, what is the level of job burnout among College English teachers? Although some empirical studies have mostly used the measurement of job burnout among College English teachers as the research theme, there are many problems in the selection, use and evaluation of scales in some studies. The final findings are not reliable.

Second, what is the effect of different individual variables on the level of job burnout among College English teachers? Existing relevant empirical studies have also tried to answer this question, but various studies have not reached a more consistent conclusion.

Finally, what are the main job characteristics that affect the level of job burnout of College English teachers? To what extent can these job characteristic influence factors affect the level of job burnout of College English teachers? Can the attribution of job burnout of College English

teachers be guided by relevant theories? Model construction? Some studies have also tried to explore the influencing factors of job burnout among College English teachers, but the research methods are still based on speculative analysis or qualitative analysis. Few researchers have combined qualitative research with quantitative research. Ways to explore this issue.

At the same time, no researcher has constructed the attribution model of College English teachers' job burnout under the guidance of theory. Therefore, this research will try to answer the above questions one by one with a scientific research attitude, standardized measurement methods, rigorous statistical analysis and structural equation modeling methods.

III. RESEARCH SIGNIFICANCE AND VALUE

From the theoretical level and the practical level, this research has certain significance and value:

On one hand, from a theoretical perspective, domestic researchers seem to be too focused on the choice of research topics for college English teachers' job burnout. Most of the research focuses on the measurement and comprehensive qualitative or speculative analysis of college English teachers' job burnout. The research on the relationship between one or some specific influencing factors and job burnout is rare; at the same time, the empirical research on attribution of English teachers' job burnout in colleges and universities lacks theoretical guidance, which can be combined with influential teachers in a field of job burnout. Studies of mature theories and in-depth analysis are also rare; there is no research on the construction of attribution models of English teachers' job burnout under the guidance of related theories. Therefore, this research introduces for the first time the influential work requirement-resource theory in the field of job burnout research in recent years. It explores the problem of job burnout among English teachers in colleges and universities and constructs an attribution model. It further uses the practice of teacher posts and a dual-teacher innovation model. Such an attempt to conduct a practical research of its incentive mechanism will undoubtedly further enrich and expand the research of job burnout among College English teachers in China.

On the other hand, from a practical perspective, the disclosure of the current status of job burnout among College English teachers in this research will enable individual College English teachers to have a clearer understanding and grasp of the current status of job burnout among College English teacher groups, and at the same time, promote College English teachers to be more rational. Thinking about the countermeasures of individual job burnout; at the same time, the present research reveals the status quo of job burnout among College English teachers and the in-depth discussion of the relationship between job characteristics and job burnout of College English teachers can also provide a deeper understanding and effective elimination of job burnout for College English teachers. Provide references and basis. Based on this basis, this research will propose improved incentive mechanisms and apply them to practice.

Practice the incentive and improvement measures for college English teachers' job burnout from different aspects such as teacher recruitment and dual teacher transformation.

IV. RESEARCH OBJECTIVES

This research uses a combination of qualitative and quantitative research methods. Based on the work requirement-resource theory, a sample survey of College English teachers is conducted to measure the current status of job burnout in this group, and to construct the attribution of work burnout in this group. The model, the specific research purpose is explained as follows:

Research objective one: To determine the level of job burnout among College English teachers and the effect of different individual variables on their level of burnout through quantitative research.

Research objective two: To clarify the main job characteristics that affect the job burnout of the College English teacher group through qualitative research, and further quantify the relationship between the factors of job characteristics and job burnout of the College English teacher group through quantitative research.

Research objective three: Constructing a job burnout attribution model for the College English teacher group from the perspective of the theory of work requirements-resources theory through a structural equation model, and clarifying the relationship between the group's work requirements, work resources and job burnout.

V. RESEARCH CONTENT

Since the beginning of the new century, with the rapid development of the global economy, all walks of life have faced increasingly fierce competition and increasing work pressure. An occupational disease called "job burnout" has gradually spread to various industries, and teachers have become one of the most frequent burnout groups. Teachers' job burnout will not only affect students and classroom atmosphere, but also affect the smooth progress of education reform and social development. As a special group of middle and long-term marginalized teachers in colleges and universities in our country, college English teachers (that is, college English teachers, hereinafter referred to as College English teachers) are under considerable work pressure, and their professional development is obviously lagging behind that of college professional teachers, easy to cause job burnout.

In recent years, the problem of job burnout among college English teachers has attracted more and more researchers' attention. However, due to the late start of domestic job burnout research, research in this field is still at a low level: On the one hand, most of the research on job burnout among college English teachers is descriptive empirical research, only staying on borrowing foreign scales for teachers. The current status of job burnout is measured and evaluated, and there are many problems in the scientific selection and use of the scale, making the final measurement results lack of reliability and comparability; on the other

hand, the causes of college English teachers' job burnout are analyzed. It is conducted more in the way of empirical induction or rational speculation. No researcher has attempted to construct an attribution model by quantitative research methods. Therefore, the relationship between the factors affecting job burnout of college English teachers and their job burnout cannot be convincing.

In view of this, this research will use a combination of qualitative and quantitative research methods, based on the work requirement-resource theory, to scientifically measure the current status of job burnout among College English teachers, and construct an attribution model for the group's work burnout. This research attempts to answer the following research questions: What is the degree of job burnout of the College English teacher group? How do different individual variables affect the level of burnout? What are the main job characteristics that affect the job burnout of the College English teacher group? What is the work requirements-resource theory? What is the relationship between job requirements, work resources and job burnout in the College English teacher community?

VI. RESEARCH FEATURES AND INNOVATION

The purpose of this research is to research the effect of the overall detection rate of job burnout among British teachers, the proportion and attainment level of job burnout among college English teachers, and the effects of different individual variables on the job burnout of college English teachers. In this research, in addition to gender variables, whether the variables such as education, job title, teaching age, teaching workload, college level, and college category have a significant effect on the level of job burnout of college English teachers. The qualitative research of this research can examine the main job characteristics that may affect the degree of job burnout of British teachers, such as: teaching-related role load, scientific research pressure caused by promotion of professional titles, student issues, work-family conflict, organizational equity issues, leadership support issues, Job autonomy and career development opportunities. The work requirement scale considered by regression analysis can well predict the job burnout level of British teachers, and the work resource scale can well predict the job burnout level of British teachers. Finally, the structural equation model analysis reveals the degree of fit of the three attribution models of college English teachers' job burnout constructed by the seven factors of job requirements and work resources, and the degree of fit of the core one-factor model.

The research findings of this research have certain reference significance for national teacher policy makers, school management, college English teachers, and researchers in the same field. The innovation is that for the first time, from the perspective of job requirements-resource theory, the main job characteristic factors affecting college English teachers' job burnout were identified, and the correlations between the main job characteristics of college English teachers and their dimensions of job burnout were clarified, as well as the predictability of job requirements and

job resources for each dimension of job burnout and attribution model of teachers' job burnout.

Due to the limitations of the existing research conditions, this research still has certain limitations in terms of research design, research sampling, and scale preparation. In future research, researchers can further optimize the research design and research sampling, standardize the development of scales, and investigate the changes in job burnout levels of college English teachers through longitudinal studies. They can also try from the perspective of intervention effectiveness. Relevant empirical studies provide support for the effective resolution of job burnout among college English teachers.

VII. CONCLUSION

Based on a large number of previous literature studies, this research determines the theme of the research, that is, the modeling construction on the measurement and attribution of job burnout of college English teachers from the perspective of job requirement-resource theory. In the first phase of the qualitative research, the researchers first collected rich qualitative data through interviews and open-ended questionnaires. Then, by coding and analyzing the qualitative data, the main tasks affecting the job burnout of British teachers were identified. Characteristic factors. After entering the second stage of quantitative research, the researchers tried to compile and edit a scale of factors for job characteristics. At the same time, by carefully comparing multiple job burnout scales, a domestic psychology researcher Li Chaoping, was finally selected. The Chinese version of Job Burnout Universal Scale was edited and pre-tested for all scales. After independently completing the pre-test analysis, the scale with poor reliability and validity was modified several times in time, and the formal scale for this research was finally formed and issued. The collected quantitative data was analyzed and processed by the mainstream statistical software SPSS and structural equation modeling software AMOS, which answered the research questions of this research well, fully or partially confirmed the relevant research hypotheses of this research, and obtained valuable results. The research found. As the last chapter of the full text, this section will first summarize the research findings, then further explore the main enlightenments brought by this research, reflect on some limitations of this research, and finally point out future research directions.

Although this research is guided by job requirements-resource theory, a hybrid research method combining qualitative research and quantitative research is used to measure the job burnout of college English teachers, and an attribution model of job burnout of college English teachers is constructed. However, this research still has certain limitations, which are mainly manifested in the following aspects:

First, in this qualitative research phase, case research interviews and open questionnaire surveys are used. Case interviews come first, and open questionnaire surveys follow. This research design has certain shortcomings: Although the

main job characteristics of British teachers' job burnout that are initially extracted from semi-structured case interviews can be corroborated in subsequent open questionnaire surveys, researchers have not been able to investigate openly. Factors affecting other job characteristics mentioned in the survey. In future related studies, researchers may consider conducting open-ended questionnaires and then conducting in-depth interviews to obtain more valuable interview data.

Second, in the second stage of quantitative research, researchers not only edited their own maturity scales for some job characteristic factors, but also tried to compile measurement scales for student problem factors and scientific research stress factors. However, in the pre-test session, the self-programmed student problem factors did not pass the tests of reliability and structural validity. Therefore, in the subsequent formal measurement, the researchers completely eliminated this factor, leaving only the other seven influence factors of working characteristics. In future research, researchers should listen to the opinions of the experts who write the scales when making the scales themselves, and make reasonable adjustments to the content of the scales. The number of scale items should not be too small, and they can be performed multiple times before the large sample pre-test. Small-scale test was used to improve the reliability and validity of the self-made scale.

Third, from the perspective of the gender composition, academic qualifications, professional title composition, and the level and category composition of the sample, the research sample of this research has good representativeness, which basically accords with the actual situation of college English teachers. However, the sampling method in this research is still a snowball-type non-random sampling method, which may affect the generalizability of the research results. In future research, researchers should try to collect samples by random sampling as far as possible, so as to make the relevant research results have better generalizability.

Fourth, under the work requirement-resource theory, this research adopts a hybrid research method to measure and attribute the job burnout of college English teachers. However, this research is still a horizontal research, that is, this research is used in college English. Quantitative data of teachers' job burnout measurement and attribution research are collected at the same time, which makes it impossible for researchers to examine the changes of college English teachers' job burnout levels at different time nodes, and the direction of causal relationships between variables in attribution research. It is also based on the choices made by our own research. In future research, researchers can further investigate the changing pattern of job burnout levels of college English teachers through longitudinal studies and verify the causal relationship between job characteristics and job burnout.

Finally, this research mainly measures the level of job burnout of college English teachers, and attempts to construct an attribution model of job burnout of college English teachers under the guidance of job requirement-resource theory. At the same time, some feasible measures

are proposed based on the research conclusion. However, this research did not further verify the actual effects of these measures. In future research, researchers can try to conduct relevant empirical research from the perspective of the effectiveness of interventions to support the effective resolution of job burnout among college English teachers.

After summarizing the current situation of college English teachers' job burnout, this paper raises the significance and value of this research question, and states the research goals and content. This research is based on a sample survey of College English teachers' groups. Through scientific selection and use of the Job Burnout Scale, the group's current status of job burnout is accurately measured, and based on the framework of the relationship between job requirements and job burnout in resource theory. To explore the relationship between job characteristics (job requirements, work resources) and job burnout of the College English teacher group and to construct an attribution model of the job burnout of the group.

The follow-up research tasks of this research are to investigate:

- Investigate the extent of job burnout among College English teachers in Jilin Province; how do different individual variables affect their levels of burnout;
- Investigate what are the main job characteristics that affect job burnout among College English teachers in Jilin Province;
- Investigate the work requirements-the relationship between job requirements, work resources and job burnout of the College English teacher group in Jilin Province from the perspective of resource theory.

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