

Modeling Research on Job Burnout Measurement and Attribution of College English Teachers

Rouhua Wang

Changchun Institute of Technology
Changchun, China 130022

Abstract—This article introduces the origin and research methods, research plans, technical routes, and research results of the modeling research on the measurement and attribution of college English teachers' job burnout. It also discusses the expected social benefits of the modeling research on college English teachers' job burnout measurement and attribution. This article is the second in a series of research papers on the job burnout of college English teachers in Jilin Province.

Keywords—*job burnout; college English teachers; measurement and attribution*

I. INTRODUCTION

In recent years, the country has attached increasing importance to college English, and the Ministry of Education has continuously taken effective measures to actively promote the reform of college English. Liu Guiqin, former Deputy Director of the Department of Higher Education of the Ministry of Education, summarized several important measures taken by the Ministry of Education to promote the reform of college English teaching in recent years. The reform of college English teaching has achieved remarkable results. The college English teaching philosophy, curriculum materials, teaching methods and teaching methods have been significantly improved, and the comprehensive English application ability of college students has also been significantly improved. These measures include the following aspects: First, set standards. In 2007, the Ministry of Education formulated and issued the "Requirements for the Teaching of College English Courses" as the main basis for colleges and universities to organize English teaching for non-English majors; the second is to promote reform. Highlight the function of examinations as a teaching service, and steadily promote the reform of CET-4 and CET-6. Strengthen demonstration and guidance, and select 100 colleges and universities as demonstration project schools for college English teaching reform; the third is the transfer mode. Make full use of modern information technology, especially network technology, to build a new model of college English teaching based on classrooms and computers; the fourth is to build projects. In the "Quality Project" jointly implemented by the Ministry of Education and the Ministry of Finance during the "Eleventh Five-Year Plan" period, eight national English teaching teams and 42 national English high-quality courses were mainly built (Li Chaoping, 2005).

The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) regards strengthening the construction of teachers as an important guarantee for education reform and development. However, what kind of work status are college English teachers playing a key role in college English teaching reform? Wang Guoxiang, Liu Changjiang, and Wu Xinchun (2003) have described the British teachers as follows: As a university public basic teacher, the university English teachers bear heavy teaching tasks and relatively few scientific research results. In the 2010 College English Teaching Survey, the Education and Instruction Committee found that "the gender, title, and academic structure of college English teachers is not balanced" in Chinese universities (Wang Dengfeng, Roth, 1991). Is marginalized (Wang Xiuxi, 2007). Obviously, as a special group of college teachers who have been marginalized in the medium and long term, British teachers are subject to more work pressure than professional teachers in universities, but they cannot receive the same attention and support from school management, which can easily cause job burnout.

It is gratifying that the problem of job burnout among British teachers has attracted the attention of some researchers. Through the efforts of these researchers, some related researches in the field of job burnout among British teachers have achieved some preliminary results. 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 British teachers? Although some empirical studies have mostly used the measurement of job burnout among British teachers as the research theme, there are many problems in the selection, use and evaluation of scales in some studies, making The final findings are not reliable.

Second, what is the effect of different individual variables on the level of job burnout among British 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 British teachers? To what extent can these job characteristic influence factors affect the level of job burnout of British teachers? Can the attribution of job burnout of British teachers be guided by relevant theories?

Model construction? Some studies have also tried to explore the influencing factors of job burnout among British 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 British 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.

This research conducted a sample survey of British teacher groups, accurately measured the group's job burnout status through scientific selection and use of the job burnout scale, and explored the framework of the correlation between job characteristics and job burnout in the resource theory of work requirements and resources. The relationship between the job characteristics (job requirements, work resources) of British teachers and their job burnout and the attribution model of job burnout in this group in turn raises the research questions of this research: How much job burnout does the British teacher group have? How do different individual variables affect the level of burnout? What are the main job characteristics that affect the job burnout of the British teacher group? Job requirements — a resource theory perspective: What is the relationship between the work requirements, work resources and job burnout of the British teacher group under the current situation?

II. RESEARCH METHODS

In terms of research methods, this research uses a variety of research methods such as literature method, case interview method and questionnaire survey method to conduct research on the research issues.

First, the researchers collected a large number of relevant researches in the field of job burnout at home and abroad using the literature method, clarified the historical evolution and latest developments of work burnout research, and determined the theoretical framework, research questions, and research hypotheses of this research.

Then, the researchers plan to use case interviews to conduct semi-structured in-depth interviews with four British teachers. After the interview, the researcher translated the recording of the interview into text, and initially classified the main job characteristics that affected the degree of job burnout of British teachers by categorizing, coding and reintegrating the interview content.

Then, based on the interviews of four British teachers, the researchers plan to adopt a questionnaire survey method, that is, to collect 30-50 valid questionnaires by issuing an open questionnaire based on the characteristics of the work of British teachers, to further clarify the possible impact Job Characteristics of British Teachers' Job Burnout.

Subsequently, researchers will continue to use questionnaires (Lickert scale) for quantitative research. The questionnaires for the quantitative research phase are all completed on the questionnaire platform. The specific operations are as follows: After the designed questionnaire is imported into the questionnaire, the questionnaire is forwarded to some British teachers from different universities through QQ and WeChat, and then through these British Teachers continue to forward the questionnaires to their colleagues or friends who are engaged in the teaching of British courses in other universities. When the number of questionnaires reaches the predetermined target, they will choose to stop issuing the questionnaires through the questionnaire platform. In this way, researchers plan to collect more than 200 questionnaires in the pre-test phase; more than 600 questionnaires will be collected in the formal measurement phase.

III. RESEARCH PLAN AND TECHNICAL ROUTE

A. Research Plan

The research process of this research mainly includes two research phases ("Fig. 1"): qualitative research phase (research phase 1) and quantitative research phase (research phase 2). During the qualitative research phase, the researchers collected the required qualitative data through personal in-depth interviews with British teachers and the issue of open questionnaires. Then, based on the analysis of the qualitative data, the main factors affecting the job burnout of the British teacher group were identified. Job characteristics (research question two). The researchers first conducted semi-structured in-depth interviews with four British teachers from different colleges and universities, and initially identified the main job characteristics that affect the degree of job burnout of British teachers. Then based on the in-depth interviews with the four British teachers, they were again open to the public through distribution. The survey method of the questionnaire collected richer qualitative data, further clarifying job characteristics that may affect the degree of job burnout of British teachers.

In the quantitative research phase, the researchers collected the quantitative data required for related research questions through pre-tests and formal measurements. In the pre-test research, by analyzing the items of the pre-test scale, reliability and structural validity tests, the researchers determined the work characteristic factors that can be entered into the formal scale and the specific items that make up each factor. In the test, relevant project analysis, reliability and structural validity tests were performed on the selected Chinese version of job burnout. During the formal measurement, the researchers conducted quantitative statistical analysis and structural equation modeling on related research issues on the basis of testing and confirming each scale (including job burnout scale) and the reliability and structural validity of each factor.

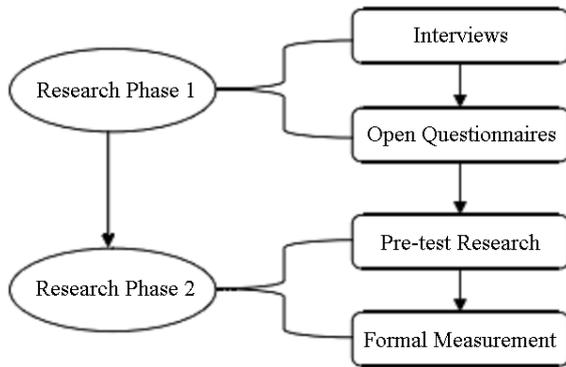


Fig. 1. Research design schematics.

B. Technical Route

The researcher will choose different analysis methods for qualitative data and quantitative data. In terms of qualitative data analysis, the researcher does not intend to borrow relevant qualitative data analysis software, but chooses to manually analyze the method by himself. Interpret the interview data and the data collected by the open-ended scales after initial classification and then classify the coding (level 1 coding: work requirements and work resources; level 2 coding: specific job characteristics under work requirements and specific job characteristics under work resources), then complete the data re-integration and analysis. In terms of quantitative data analysis, all relevant statistical analysis (item analysis, reliability and structural validity analysis) in the pre-test phase were completed using the industrial BM statistical software SPSS 22; in terms of data analysis in the formal measurement phase, researchers targeted different research issues. Different data analysis software was selected: for research question one (how much job burnout does the British teacher group have? How do different individual variables affect their level of burnout?) And second question in research question two (for the British teacher group What is the relationship between the factors of job characteristics and the dimensions of job burnout?), The researchers chose to continue to use the industrial BM statistical software SPSS 22 to complete various analyses (reliability analysis, structural validity analysis, independent sample t test, single factor variance Analysis, bivariate Pearson correlation analysis, and univariate regression analysis); For research question three (how is the relationship between job requirements, job resources, and job burnout of the British teacher group from the perspective of job requirements-resource theory?), Researchers are choosing labor BM The statistical software SPSS 22 was used for multivariate regression analysis, and the BM structural equation modeling software Amos 24 was selected. Attribution modeling job burnout has become a British teacher groups.

IV. RESEARCH RESULT

Under the guidance of job requirements-resource theory, this research measured the job burnout of college English teachers with a hybrid research method combining

qualitative research and quantitative research, and constructed a JD-R model. The main findings of the research are as follows:

First, this research found that the job burnout of college English teachers is not an isolated phenomenon through a two-stage mixed research. Whether in interviews or open-ended questionnaires, college English teachers have shown a clear sense of burnout and weakness, but they also face the dilemma of nowhere to speak. Some college English teachers are even under long-term heavy workload and have serious health problems. Quantitative research further confirms this situation: In the formal survey, the detection rate of emotional failure dimension of college English teachers was 23.7%, the detection rate of cynical dimension was 36.8%, and the sense of achievement was reduced. The rate is 37.5%. The total detection rate of job burnout among college English teachers has reached 60.5%, and the detection rate of mild burnout level (39.9%) is relatively the highest, but a considerable proportion of college English teachers have reached the middle Degrees (19.7%) and even height (9.9%). Behind these icy numbers are the daily work routines that millions of college English teachers need to face every day, and "rest and rest" is the normal working environment for college English teachers.

According to a survey of the current working hours of university teachers, the weekly working hours of college teachers are 52.3 hours, which is much higher than the labor law's weekly working hours limit of 44 hours, which exceeds 18.8% of the legal time. Even during the winter and summer vacations, the weekly working hours of college teachers still reached 32.9 hours, and the average daily working time on legal holidays was still 4.4 hours. Compared with teachers of English majors in colleges and universities, their working hours are usually longer, while at the same time, they have been significantly marginalized in terms of working resources. Facing such a severe situation, if our educational policy makers and school management do not take appropriate measures in a timely manner, the job burnout of college English teachers will become increasingly serious, which will not only affect the physical and mental health of individual teachers, but also their work State, which in turn affects the important goal of talent training in China and the country's major internationalization strategy of "going global".

Secondly, this research also found that some individual variables have significant effects on job burnout of college English teachers. First, education variables have a significant effect on the level of job burnout of college English teachers. The results show that the higher the academic qualifications of college English teachers, the more likely they are to have emotional failure. Compared with college English teachers with a bachelor's degree, college English teachers with a doctoral degree experience much more severe emotional failure. The possible explanation is that college English teachers with a PhD degree will feel greater work pressure. This kind of pressure may be imposed by the outside world. For example, schools will usually give more difficult and more challenging courses to college English teachers with a doctoral degree and ask them to take on more teaching-

related tasks. Or with respect to administrative affairs, the pressure on scientific research is correspondingly greater; this pressure may also come from these teachers themselves, because college English teachers with a doctorate degree usually have higher expectations for their own career development and set themselves higher in all aspects. In the end, it is more likely that you will experience frustration and tension, so that you will exhaust your emotional resources. This research also found that college English teachers with a master's degree are relatively most cynical, and the difference is significant compared with college English teachers with a bachelor's degree. This may be due to the increasingly fierce competition for doctoral graduate exams in recent years, and college English teachers with master's degrees are struggling to improve their academic qualifications, and their career development is severely limited. The enthusiasm and investment were significantly reduced. College English teachers with a bachelor's degree are usually easier to accept their current status of career development, more at ease in teaching, and can find a certain meaning and value from their work. In addition, the degree of achievement experienced by college English teachers with a master's degree is far lower than that of a college English teacher with a doctoral degree, which may be closely related to the cynical work attitude held by college English teachers with a master's degree. When a teacher is always very passive in completing his job and no longer cares about his work's contribution, the sense of accomplishment he can experience must not be high. Conversely, when a teacher is brave enough to meet new challenges in his work, and always maintains his enthusiasm and commitment for the work, then the sense of achievement he experiences is relatively higher, and he is more likely to get a peak experience.

The title variable has a significant effect on the level of emotional exhaustion and cynicism of college English teachers. The degree of emotional failure and cynical experience experienced by college English teachers with teaching assistant titles is far lower than that of college English teachers with lecturer and associate professor titles, which may be closely related to the relatively short entry time of teachers with teaching assistant titles. Because college English teachers with a teaching title have a short entry time and are still in the "honeymoon period" of their work, they are full of freshness about the job of college English teachers and have more wonderful expectations. Feel exhausted and firmly believe in the meaning and value of your work. However, for college English teachers with the title of lecturer and associate professor, the initial enthusiasm for work has gradually diminished. Instead, more disappointment and dissatisfaction with work have been added, fatigue has gradually increased, and more emotional resources have been consumed. Therefore, it is more likely to adopt an attitude of alienation and indifference in the work and passively complete the work within the job.

Teaching age variables have a significant effect on the level of emotional exhaustion and cynicism of college English teachers. Compared with British teachers in other teaching age groups, college English teachers with a teaching

age of 11-15 years are significantly more emotionally exhausted and cynical. This research result means that after college English teachers have been working in teachers for a long time, a considerable proportion of teachers have entered a period of high incidence of job burnout, that is, the "exhaustion period", and their enthusiasm for work is gradually consumed. Exhausted, often feel extremely tired in work, frustration and frustration come from time to time, have a high degree of doubt about the meaning of work, individual teachers even deny their own work value, showing pessimism and despair.

V. RESEARCH INSPIRATION

Based on a large number of previous literature studies, this research determines the research theme, that is, the measurement of job burnout and the construction of attribution models of college English teachers in Jilin Province. In the first phase of qualitative research, researchers first collected rich qualitative data through interviews and open-ended questionnaire surveys, and then through coding analysis of qualitative data, identified the main job characteristic factors that affect British teachers' job burnout. In the second phase of quantitative research, researchers expected to self-compile a scale of factors for job characteristics, and at the same time, carefully compared multiple job burnout scales, and finally compiled the job burnout compiled by domestic psychology researchers Li Chaoping and Shikan. The measurement tools of this research were selected in the Chinese version of the universal scale and other scales, and the selection was based on pre-tests of all scales. After completing the preliminary test analysis independently, the research modified the scale with poor reliability and validity, and finally formed a formal scale for this research and issued it. The collected quantitative data was analyzed and processed by mainstream statistical software SPSS and structural equation modeling software AMOS, and then answered the research questions of this research, confirmed all or part of the relevant research hypotheses of this research, and obtained valuable research findings.

The findings of this research can be applied to measuring job burnout of British teachers and constructing a JD-R model of attribution of job burnout among British teachers, and to explore effective ways to encourage teachers' job burnout. The main social benefits expected from the research are as follows:

First, this research can find out whether the job burnout of British teachers is an individual phenomenon through a two-stage mixed research. Whether in interviews or open questionnaires, you can examine how British teachers feel burnout and powerless, whether they are facing the dilemma of nowhere to speak, and whether British teachers may have serious health problems under long-term heavy workload. Quantitative research can further confirm the situation.

Second, this research also found that some individual variables have significant effects on job burnout among British teachers. For example, academic variables have a significant impact on the level of job burnout among British

teachers. The research results show that the higher the British teachers' education, the more likely they are to have emotional failure. Compared with British teachers with a bachelor's degree, British teachers with a doctoral degree experience more severe emotional failure. Teachers with a doctorate in the UK will feel even more stressed. The title variable has a significant effect on the level of emotional exhaustion and cynical level of British teachers. The teaching age variable has a significant effect on the level of emotional exhaustion and cynicism of British teachers. The teaching workload also has a significant impact on the three-dimensional level of job burnout among British teachers. The level of colleges and universities in which British teachers belong also significantly affects their level of job burnout. College category variables also affect job burnout levels among British teachers.

Third, this research found that the main job characteristics that affect British teachers' job burnout are through interviews with British teachers and surveys with open questionnaires. Such as: teaching-related role load, scientific research pressure caused by promotion of professional titles, student problems, work-family conflicts, organizational equity issues, leadership support issues, job autonomy issues, and career development opportunities issues. Like all teachers, British teachers aspire to be watchers and guides who ignite the hearts of students. Students' subtle reactions will affect British teachers' hearts and affect their classroom mood and teaching status. British teachers, while preaching and nourishing their students, are also eager to gain recognition and nourishment from their students. If students do not show respect for the teacher and a thirst for knowledge in the classroom, then the teacher's enthusiasm for work must be affected, and it is easier to experience frustration and frustration, and then actively reduce investment in teaching work. The decline will eventually cause significant job burnout.

Fourth, through quantitative research, this research finds whether the teaching-related role load of British teachers, scientific research pressure caused by the promotion of professional titles, work-family conflict, organizational equity issues, leadership support issues, job autonomy issues, and career development opportunities are not related to their Job burnout was significantly related. Specifically, there is a significant correlation between these job characteristic factors and the emotional exhaustion factor and cynicism factor of job burnout; there should also be a significant correlation between the other six factors of job characteristics and the decrease in sense of achievement. If further examining the intensity of the correlation between factors, assuming that the core factor of job burnout, emotional exhaustion, and the intensity of the correlation between the factors of work characteristics are ranked (from strong to weak), it can be found through research that in the job requirements that all the order of importance of the factors is consistent with research assumptions: work-family conflict, teaching-related role load, and scientific research pressure; the order of importance of all factors in work resources is in line with research and assumptions: career

development opportunities, organizational equity, job autonomy, and leadership support.

VI. CONCLUSION

The findings of this research can bring some enlightenment to teachers' policy makers, university management, individual British teachers, and researchers in the same field.

First, the results of this research on the measurement of job burnout of British teachers, such as the overall level of burnout of British teachers, individual variables such as education, job titles, teaching workload, college levels, and college categories, have a significant impact on job burnout of British teachers and their impact on job burnout. The predictive effect should be an important reference for national teacher policy making.

Second, the findings of this research, such as the overall level of British teachers' burnout, academic variables, professional titles, teaching age, teaching workload, college categories and other individual variables have an impact on British teachers' job burnout, and job requirements and work resources on job burnout. It should have certain enlightening effects on the management of colleges and universities, and can provide a reference and basis for the management of colleges to understand and effectively eliminate the job burnout of British teachers.

REFERENCES

- [1] Li Chaoping. Survey Report on Teachers' Living Conditions [DB/OL]. Sina Education Report. <http://edu.sina.com.cn>.
- [2] Wang Dengfeng, Luo Te. Modification of Psychological Control Source Scale for College Students [J]. *Acta Psychologica Sinica*. 1991, 3.
- [3] Wang Guoxiang, Liu Changjiang, Wu Xinchun. Revision of Teacher Burnout Inventory [J]. 2003,3:82-86.
- [4] Wang Xiuxi, Research on the Relationship between Job Stress, Control Points and Job Burnout of Middle School Teachers in Hebei Province [D]. Shijiazhuang: Master Degree Thesis of Hebei Normal University. 2007.