

The Relationship between College Teachers' Occupation Efficiency and Well-being Research

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Abstract: The paper explores the relationship between occupation efficiency and well-being and the mediating effect of job burnout. A total of 507 college teachers were investigated by Maslach Burnout Inventory (MBI), Occupation Efficacy Questionnaire and General well-being Scale (GWBS). And results are as follows: (1) Every factor's scores of occupation efficacy was higher than the theoretical average ($P < 0.001$), teaching prestige has the highest score followed by teaching ability and knowledge quality, research quality, and stable self-esteem. (2) 82.05% of the college teachers have job burnout, and every factor's scores of job burnout was higher than the theoretical average ($P < 0.001$). (3) Job burnout was negatively correlated with occupation efficiency and well-being ($P < 0.001$), and occupation efficiency was significantly positively correlated with well-being ($p < 0.001$). (4) The mediatory effect of job burnout between occupation efficiency and well-being was significant and proportion of mediatory effect in total effect was 53.99%. As a result, for college teachers, occupation efficiency was high and job burnout was serious. Job burnout partially mediated the relationship between occupation efficiency and well-being.

1. Question Raising

Well-being as an index to evaluate individual's social life quality and mental health, usually refers to individual's gross satisfaction of their life condition and their evaluation of emotional condition [1]. Work is an essential part of people's life, working ability, achievements and satisfaction influence people's well-being greatly. Professional self-efficacy, also called career self-efficacy is a core concept that professional psychologists Hackett and Betz apply Bandura's self-efficacy theory to professional behavior research. Career self-efficacy (CSE) refers to individual's confidence and belief formed through judgement and evaluation of own professional ability based on comprehensive information rather than a specific personality trait or professional behavioral ability itself. It reflects individual's confidence and belief on the ability and perception to complete a specific professional task or achieve professional behavior goal [2]. Researches on teacher's career self-efficacy mainly focus on teaching efficacy with research object as primary and middle school teachers [3-4]. There are few researches on teachers' self-efficacy especially college teachers. Job burnout, also called work burnout, work exhaust, and professional exhaust, etc. was proposed by American psychologist Freudenberger in 1970s, which refers to a chronic comprehensive response due to continuous pressure from work including emotional exhaustion, deindividuation, and reduced self-achievability [5]. Teachers' job burnout occurred frequently. This research will discuss the relationship between teachers' career self-efficacy, subjective well-being and job burnout through investigation on college teachers.

2. Research Methods

2.1. Research Object

Select totally 546 people from SWJTU, SNU, North Sichuan Medical College, and SWUST for questionnaire survey by means of random cluster sampling method. Obtain valid respondents of 507 people after eliminating invalid questionnaire including 253 males, 254 females; 20 under 25, 96 of 26-30; 139 of 31-35; 95 of 36-40; 63 of 41-45; 94 above 46; 87 with less than 2 years' school age, 104

of 3-5 years' school age; 80 of 11-15 years' school age, 115 of more than 16 years' school age; 128 doctors, 263 masters, 102 bachelors and 14 people of undergraduate below; 82 teaching assistants, 254 lecturers, 117 associate professors and 54 professors.

2.2. Research Tools

MBI scale. Use MBI [6] composed by Maslach including three dimensions, emotional exhaustion, deindividuation, reduced personal accomplishment. The Cronbach coefficient is 0.6260, 0-4 grade scoring from "seldom like this" to "always like this. The higher score, the stronger job burnout. As for average score, below 2 means low job burnout, 2-3 means a certain job burnout, above 3 means serious job burnout.

College teacher career self-efficacy scale. Use college teacher career self-efficacy scale composed by Song Aifen [2] including five factors, education prestige, teaching ability, scientific research quality, knowledge quality and unstable self-respect, containing 21 questions. Score 1-5 grade from "Strongly disagree" to "Strongly agree". The higher score shows high self-efficacy in this aspect. But the higher score in "unstable self-respect" shows more unstable of self-confidence". The questionnaire has good credibility and validity. For comparison convenience, "unstable self-respect" will be under reverse scoring in this research. Change this factor to "stable self-respect". The higher score shows more stable of self-confidence.

GWB [7]. Use GWB formulated by NCHS to evaluate respondents' statement of happiness. Duan Jianhua has modified the scale. The higher score shows much gross well-being.

2.3. Research Process

Use collective measurement at college conference with college as unit, and send questionnaire for on-spot filling and recover immediately.

2.4. Data Processing

Use SPSS12.0 software for descriptive statistical analysis, t test, variance analysis, correlation analysis and regression analysis.

3. Results and Analysis

3.1. Descriptive Statistical Analysis Results of Job Burnout, Career Self-Efficacy and SWB (Table 1)

Table. 1. Descriptive statistical analysis form of job burnout, career self-efficacy and SWB

	Mean value	standard deviation	T test with theoretical average score
Reduced personal accomplishment	2.39	0.65	13.35***
Emotional exhaustion	2.59	0.61	21.81***
Deindividuation	2.28	0.63	9.88***
Job burnout	2.43	0.49	19.67***
Educaiton prestige	4.11	0.74	33.94***
Teaching ability	3.95	0.90	23.64***
scientific research quality	3.59	0.72	18.27***
Knowledge quality	3.96	0.81	26.58***
Stable self-respect	3.33	1.00	7.49***
Career self-efficacy	3.74	0.48	34.84***
SWB	109.08	13.51	

Pairwise couple factors of career self-efficacy for pared-samples T test. Results show that except for no obvious difference between teaching quality and knowledge quality ($t=-0.24$, $p>0.05$), there exist obvious differences in pairs of other factors ($p<0.001$). Thus, for college teachers, the highest career self-efficacy is education prestige, next teaching quality and knowledge, then scientific research quality, and last is stable self-respect. Conduct difference test between the factors scores of

career self-efficacy with each factor theoretical average score 3. Results show that scores in education prestige, teaching ability, scientific research quality, knowledge quality and stable self-respect are obviously higher than theoretical average score ($p < 0.001$).

3.2. Analysis on Correlativity and Intermediary Effect of job Burnout, Career Self-Efficacy (CSE) and SWB

Table. 2. Correlation analysis of job burnout, career self-efficacy and SWB

	Job burnout	Career self-efficacy
Career self-efficacy	-0.369**	
SWB	-0.378**	0.231**

Table 2 shows obvious correlation in pairs between job burnout, career self-efficacy and SWB. Correlation in pairs between job burnout, career self-efficacy and SWB has reached significant level and satisfies the precondition of intermediary effect test. Thus, analyze [8] according to intermediary effect test methods and procedures in three steps. Step 1. With SWB as dependent variable, CSE as predictive variable, standardized regression coefficient obtained is 0.231 ($p < 0.01$), 5.3% variation of explainable dependent variable; step 2, with job burnout as dependent variable, CSE as predictive variable, standardized regression coefficient obtained is -0.369 ($p < 0.001$), 13.6% variation of explainable dependent variable; step 3: CSE and job burnout into regression equation at the same time has significant prediction of SWB, 15.2% variation of explainable dependent variable. The regression coefficient of CSE and job burnout for SWB are 0.106 and -0.338, up to the significant level ($p < 0.05$, $p < 0.001$). Regression coefficient of CSE reduces from 0.231 to 0.106, which shows job burnout plays partial intermediary effect between CSE and SWB for college teachers. The proportion of intermediary effect in overall effect is 53.99 ($-0.338 \times -0.369 / 0.231$). Result of intermediary effect analysis see Table 3 and Figure 1.

Table. 3. The intermediary effect test of job burnout

	Prediction equation	R2	F	B	t
Step 1	Career self-efficacy Well-being	0.053	28.523***	0.231	5.341***
Step 2	Career self-efficacy Job burnout	0.136	79.705***	-0.369	-8.928***
Step 3	Career self-efficacy +Job burnout Well-being	0.152	45.307***	0.106a	2.408 a *
				-0.338b	-7.670 b ***

Notes: A is the regression coefficient and t value of career self-efficacy; b the regression coefficient and t value of self-consistency and congruence, similarly hereinafter.

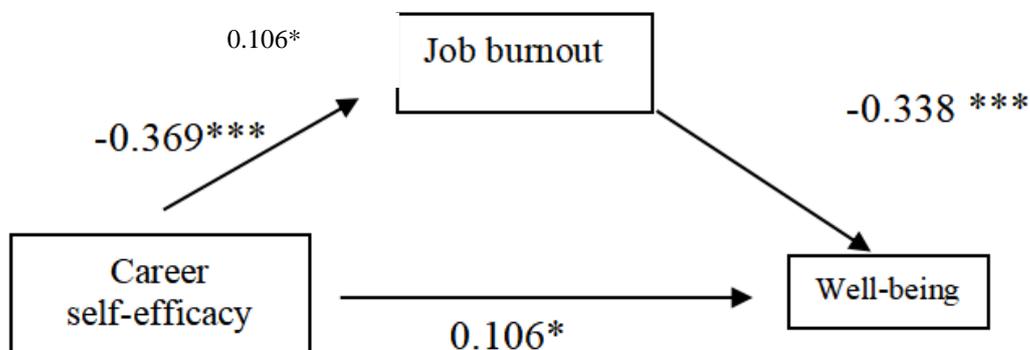


Figure. 1. The intermediary effect model schematic diagram of job burnout

3.3. Discussions

Researches show that scores of all dimensions of college teacher's CSE are higher than theoretical average score, which means relatively, college teacher's CSE is high. But researches also show that for several dimensions of CSE, except for stable self-respect, the scientific research quality has lowest self-efficacy score, which shows that college teachers have low scientific research CSE compared with teaching and knowledge aspects. The result fits with the actual condition of college teachers who are under greater pressure from scientific research than teaching. Some teachers feel easy in teaching but have difficulties in scientific research [9-10]. Researches show that 82.05% college teachers have job burnout, 15.98% teachers have serious job burnout. The average score of three dimensions of job burnout are higher than theoretical average score, worst in emotional exhaustion, which shows that job burnout occurs frequently to college teachers, in accordance with other research results [11-12]. Regarding working, they must complete certain teaching tasks and heavy scientific research missions. For young and middle-aged, they bear high expectation from the society, which lead to the high occurrence of job burnout.

It can be found from young and middle-aged that, there exist high correlation between job burnout, career self-efficacy and SWB. There exist obvious negative correlation between job burnout and CSE, between CSE and SWB. There exist obvious positive correlation between CSE and SWB, which is in accordance with other research results [13-14]. The intermediary effect analysis shows that, college teacher's job burnout plays partial intermediary effect between CSE and SWB, i.e. CSE does not affect well-being but influence it through job burnout. In realistic life, we can find that teachers with excellent performance with strong CSE have strong job burnout and feel empty in work. They do not have strong well-being. So, to improve college teacher's SWB, it is not enough to improve college teacher's CSE. We must take effective measures to reduce their CSE. Only through these two ways can truly improve college teacher's well-being.

4. Suggestions

Job burnout, also called occupational exhaustion, professional burnout, a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy, such as long-term emotional exhaustion, physical fatigue, reduced job involvement, unhuman attitude towards service object and reduced job accomplishment, etc. (American psychologist Maslach).

Occupational exhaustion: defined as the phenomena constituted by three dimensions, emotional exhaustion, depersonalization and lowered personal accomplishment, imperturbability for life and work, depression, etc. Depersonalization refers to negative and indifferent attitude towards service object such as unwilling to contact people, indifferent to the public, and easy to attack others. Lowered personal accomplishment refers to dissatisfaction to personal job performance and no social value and meaning of their work, or lowered sense of accomplishment.

To solve job burnout and exhaustion problems, it is necessary to focus on following factors and methods.

4.1. Strengthen Role Value and Properly Handle Role Conflicts

Use role value principle. College teachers should consider teaching, teaching and scientific research, and education in their work, meanwhile support the old and care for the young, balance pressure from different aspects. So they need to slow down life tempo, experience the process of giving and striving, feel the change every day and the value of each role. The well-being means to do things a person loves with great ability.

Learn role coordination. A person playing different roles in work and life must know the order of priority, make plan and schedule, make action selection, and coordinate the relationship between ideal role and practical role, self-expectation and social expectation, and learn the lesson that "people must learn to do something and leave something undone so as to gain."

Role operation principle. It takes time to accumulate and plan if we regard life as family cause. We

need to work as career is the important support for our social life.

4.2. Overcome Achievement Anxiety

The characteristics of achievement anxiety. Compare with others and worry about being surpassed by others or failing to surpass others; always in tense and unhappy emotions; think the method to surpass others is to make achievements.

Establish correct perception. Accept and treat self well, experience the difference and growth with before, expect for the future. Keep optimistic attitude and high-level life quality, build self-protection and self-caring awareness, find and enjoy life pleasure, and engage in things to make ourselves happy.

4.3. Leave Exhaustion Far

Effectively deal with exhaustion. Analyze reasons of exhaustion, take effective measures, make action plan, adjust and maintain our mind and body regularly, relieve pressure by taking exercise, hiking, listening to music, and doing relaxed training.

Self-charging by all means. Develop the habit of reading to maintain a rich mind through spiritual nourishment; on the other hand, keep professional study, training and communication, timely update knowledge structure, and keep improving expertise to excel at teaching and learning with confidence and competence.

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