The Relationship between Self-efficacy and Job Burnout of Ideological and Political Teacher Based on Quantitative and Qualitative Analysis

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ABSTRACT

Ideological and political teacher play a key role in college political education. They have multiple tasks including assisting college students in political learning, teaching political, and conducting political -related research. Self-efficacy affects their educational level and scientific research level, and those working and living in high-stress environments tend towards job burnout. In this paper, the fundamentals of self-efficacy and job burnout are sorted in detail. 242 ideological and political teacher from 15 local colleges and universities in Hubei Province are selected as the survey samples. Through questionnaire survey and interview, we can understand the status of self-efficacy and job burnout of college ideological and political teacher, and obtain the qualitative and quantitative result of the relationship between self-efficacy and job burnout. Finally, based on data analysis, we sum up their relationship, and put forward the corresponding coping strategies. The emphasis of ideological and political teachers' role in improving political teaching quality drives ideological and political teachers to understand their teaching status and make timely adjustment, which will be conducive to college political teaching quality enhancement.

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Introduction

With annually increasing national expenditure on education, great reforms have been carried out on the hardware and guiding philosophy of college political education. On the one hand, advanced computer and multimedia technology provides extra political teaching methods; on the other hand, modern teaching theories like autonomous learning and project learning have altered the traditional political teaching mode to a large extent (Ruan and Jacob, 2009). To adapt to the ever-developing teaching reform and meet the learning needs of college students, college ideological and political teachers should not only improve their own teaching quality and level, but also properly handle the relationship between students and themselves. Under the current college political education environment, college political teachers are facing higher and higher pressure (Zhang and Chai, 2011), many of whom suffer from job burnout as a result. Job burnout will do harm to teachers' physical and mental health and, moreover, indirectly reduce the college political teaching quality and level.

The insufficient sense of self-efficacy is the main reason for job burnout. Specifically speaking, self-efficacy of college Ideological and political teachers refers to their faith in holding to political teaching. The Chinese research on the relationship between self-efficacy and job burnout is still in its infancy, lacking the mutual authentication between theoretical and practical research results (Stajkovic and Luthans, 1998) considering this, we select 242 Ideological and

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political teachers from 15 local colleges and universities in Hubei Province as the survey samples. The statistics from General Self-Efficacy Scale (GSES) and Maslach Burnout Inventory – Educators' Survey (MBI-ES) are analyzed in the software package SPSS22.0. Accordingly, we grasp the status of self-efficacy and job burnout of college Ideological and political teachers in Hubei province, and obtain the relationship between self-efficacy and all dimensions of job burnout through data analysis. In addition, an analysis is conducted on the influence of college Ideological and political teachers' gender, age and years of teaching on job burnout and self-efficacy.

Based on the domestic and foreign study of job burnout and self-efficacy, we undertake qualitative and quantitative analysis of the relationship between them. Our research achievements are instructive for college Ideological and political teachers to handle the potential risks of job burnout. Meanwhile, they can guide the teachers to improve their physical and mental health and potentially enhance the college political teaching quality.

Literature Review
The definition of self-efficacy and teachers' self-efficacy
(1) Self-efficacy definition

Self-efficacy was proposed by American psychologist Bandura in 1977. He argues that self-efficacy is the confidence and faith one harbors in achieving his career goal. It is an individual's an individual's judgment and feelings of self-ability, rather than the ability itself. Self-efficacy is not the only route to behavioral success. If an individual lacks the ability, it is still difficult for him to succeed through efforts even with strong self-efficacy (Creer and Wigal, 1993).

Self-efficacy is a growing concept defined differently by different researchers. Its main definition is as follows:

1) An individual's feelings to be qualified for an activity or task, together with his sense of self-confidence, self-respect, and self-esteem.

2) An individual's judgment on or conviction about his competence to complete a mission after meeting certain demands.

3) An individual's subjective evaluation on his ability in being engaged in an occupation and how far he can achieve in the work.

4) An individual's speculation or judgment on his ability to act, which means whether or not he is sure about successfully acting to achieve an effect.

5) The level of confidence an individual has about being qualified to perform an activity (Yi and Hwang, 2003).

Figure 1 is the effect of self-efficacy on an individual's cognition, emotion, choice, and motives, through which the person adjusts his actions. Self-efficacy can influence an individual's way of thinking, behavioral selection and emotional change both directly and indirectly.

The formation and development of self-efficacy is based on four aspects: performance accomplishments, vicarious experience, social persuasion, and physiological and affective states. Individuals form self-efficacy effectively by receiving and integrating the practical results of the four aspects.
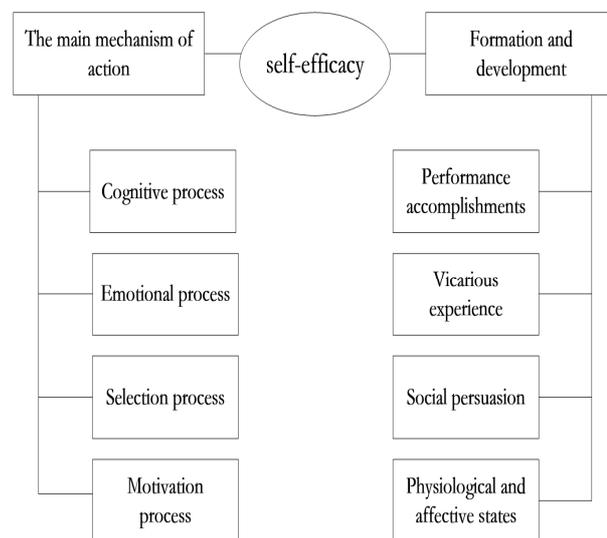

Figure 1. The mechanism, formation and development of self-efficacy

(2)Teachers' self-efficacy

Teachers' self-efficacy is generally believed to be divided into two dimensions: teaching efficacy and personal efficacy. Teaching efficacy is the extracurricular factors influencing students' academic performance, such as family environment and parents; while personal efficacy refers to the teacher's assessment on his teaching ability and confidence in his abilities and skills that can help the student learn political (Anthony and Haigh, 2007). In this paper, the educators' self-efficacy model proposed by Tachanmen-moran et al. is used to deepen the understanding of theories on self-efficacy. Figure 2 shows this model.
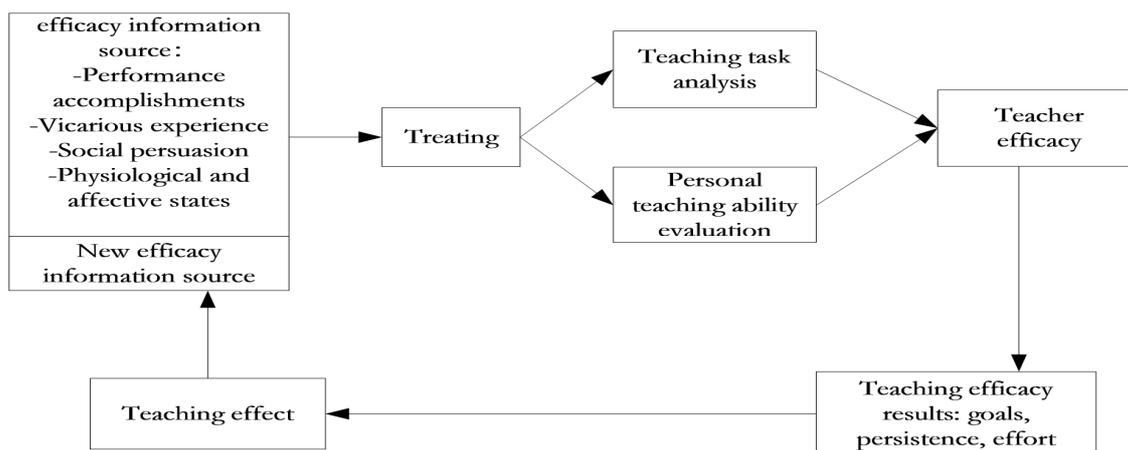
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Figure 2. Teachers' Self-efficacy model

It can be seen from the model that the improvement of teachers' self-efficacy is a dynamic process of reciprocal circulation and gradual progress. Teachers extract and process new information source of self-efficacy in the aforementioned four aspects, and use them to evaluate teaching tasks and personal teaching ability. After it, the self-efficacy is reconstructed, driving teachers to make more efforts in teaching and hold more tightly to teaching with clearer goals (Vaudroz *et al.*, 2015).

The theory of job burnout
The concept of job burnout was proposed by American psychologist Freudenberger in 1974, referring to a state of physical, emotional or mental exhaustion resulting from work's excessive demands. Some scholars regard job burnout as an individual's feelings of emotional exhaustion, physical fatigue, and cognitive weariness (Maslach *et al.*, 2001).

Teachers' job burnout is generally divided into three dimensions: emotional exhaustion, depersonalization, and reduced feelings of work-related personal accomplishment.

Emotional exhaustion is the most representative of job burnout, referring to the lack of vitality and a feeling of being emotionally exhausted. Teachers are in a state of physical and emotional depletion, losing work enthusiasm. They are apathetic about education and teaching, and develop an emotion of indifference and pessimism towards life (Sokka *et al.*, 2016).

Depersonalization is also known as personality dissociation. Teachers suffering from job burnout will escape from social interaction, feel reluctant to communicate with students, and

hold a negative attitude when addressing student issues. They even treat students and colleagues in a cynical and abusive way.

Reduced feelings of work-related personal accomplishment is the loss of work interest and enthusiasm and devaluing the work. Teachers will attribute work-related failure to insufficient ability, feeling a sense of unhelpfulness and losing work enthusiasm as a result. The culmination of job burnout is the increased likelihood of resignation (Ripp *et al.*, 2011).

Self-efficacy and job burnout of college Ideological and political teachers
A large number of theoretical and empirical studies at home and abroad show that teachers' self-efficacy has an important influence on teaching behavior and student learning. More and more researchers have begun to study the relationship between teachers' self-efficacy and job burnout. Even scholars believe that job burnout is one of the crises of self-efficacy and that insufficient level of self-efficacy is one of the causes to job burnout (Brown, 2012).

At present, college political teaching is exposed to tremendous challenges. The contradiction between the demand for high-quality Ideological and political talents and the current political level of college students is becoming more and more prominent. Most of the existing researches are oriented around teaching technology, teaching mode and students, but the studies in the aspect of Ideological and political teachers are scanty. Therefore, it is of practical significance to study the relationship between self-efficacy and job burnout of college

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Ideological and political teachers (Mandy *et al.*, 2004).

From a large number of literature research, it can be seen that the empirical study of job burnout and self-efficacy has shifted from simple status-quo survey and single variable influence to the multivariable influence on job burnout. Self-efficacy can predict job burnout to a certain degree, but it is still unknown what features the relationship between self-efficacy and job burnout has and how self-efficacy plays the key role in forming job burnout for college Ideological and political teachers. In this paper, we will conduct quantitative and qualitative analysis on these subjects.

Job Burnout, Self-Efficacy Measurement And Research Method Design

Measurement of job burnout and self-efficacy

(1) Measurement of job burnout
At present, the major methods of quantitative measurement of job burnout are MBI, MBI-GS and OLBO. The reliability of the MBI (Maslach Burnout Inventory) is measured by Cronbach's α and test-retest reliability. The Cronbach's α of the three dimensions (emotional exhaustion, depersonalization, and reduced feelings of work-related personal accomplishment) are 0.90, 0.7 and 0.71, respectively, and the measured criteria are 3.80, 3.16 and 3.73, respectively. MBI-GS (Maslach Burnout Inventory-General Survey) is designed for the general public, which consists of three dimensions with more universal meanings: emotional exhaustion, cynicism and diminished professional efficacy. These three dimensions are consistent with the three dimensions of job burnout (Nilsson *et al.*, 2015). OLBI (Oldenburg Burnout Inventory) only has two dimensions: exhaustion and disengagement from work. Exhaustion is defined as a consequence of intensive physical, and affective strain; disengagement refers to distancing oneself from one's work in general, work object and work content and devaluing one's work.

(2) Measurement of self-efficacy
Level, intensity, and breadth are the three dimensions of self-efficacy. Level refers to the level of self-efficacy; intensity represents the stability of self-efficacy; while breadth is the difference of self-efficacy between individuals. The most popular self-efficacy measurement is scale questionnaire with representative questions. Despite the disparity between

research objects, fields and contents, the General Self-Efficacy Scale (GSES) prepared by Schwarze in 1981 is widely used in measuring self-efficacy in a highly reliable way.

Research method design

(1) Objects of study
The objects of study are 242 Ideological and political teachers from 15 local colleges and universities in Hubei Province, whose age, years of teaching and education background follow random distribution.

(2) Research tools
1) GSES
According to Wang Caikang's version of *General Self-Efficacy Scale*, the Likert4 point table from 1 (completely incorrect) to 4 (completely correct) is adopted. Higher score corresponds to stronger self-efficacy. After modification, GSES has higher reliability and validity than before. The internal consistency Cronbach's $\alpha=0.87$, the test-retest reliability: $r=0.83$ ($P<0.001$), and the split-half reliability $r=0.82$ ($P<0.001$).
2) MBI-ES
MBI-ES evaluates teachers' job burnout from three dimensions: Emotional Exhaustion Dimension (EE), with 9 items (Table 1), reflecting the emotional reactions resulting from excessive stress; depersonalization (DP) 5 items (Table 2), reflecting teachers' attitudes towards students; reduced feelings of work-related personal achievements (PA), 8 items (Table 3, reverse questions), reflecting the teacher's attitudes towards his occupation (Sawtelle *et al.*, 2012). Similarly, the Likert scale is used to score the frequency of all items from 0 (never) to 6 (daily). Teachers with high scores in all the three dimensions are mentally suffering from job burnout.

(3) Research steps
1) Questionnaire survey method: collect questionnaire data, conduct data analysis and processing, and use the statistical data to analyze the quantitative relationship between college Ideological and political teachers' self-efficacy and job burnout.
2) Look at the statistics, and combine them with subjective survey results to theoretically analyze the qualitative relationship between college Ideological and political teachers' self-efficacy and job burnout.

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Table 1. The questionnaire items of emotional exhaustion

Item	Content
1	Often feeling exhausted after a day's work
2	Increased reluctance to continue teaching
3	More heavily burdened with and bothered about teaching
4	Often feeling unhelpful in addressing student issues
5	Disheartened with the education system
6	Finding teaching frustrating
7	Feeling languid at the thought of my work
8	The job now makes it impossible for me to properly handle emotional problems
9	Working like a robot without enthusiasm

Table 2. The questionnaire items of depersonalization

Item	Content
1	I am worried about getting indifferent to people as a teacher
2	I'm too lazy to manage stubborn students
3	I think that student and class management is just routine, with no sense of excitement
4	Treating students and colleagues more indifferent
5	I have been criticized for work-related problems

Table 3. The questionnaire items of reduced feelings of work-related personal achievements

Item	Content
1	I have done a lot of meaningful things in my work
2	I feel very happy to go to work every day
3	I feel relaxed with colleagues or students
4	I am often willing to give a hand to colleagues or students
5	I am in high spirits at work
6	I think my work is valuable to the lives of students and colleagues
7	I can effectively deal with most of the questions in teaching
8	I always feel physically and mentally happy after working with colleagues and students

3) Conduct questionnaires on the research objects by using GSES and MBI-ES scales.

4) Use SPSS22.0 software to undertake data auditing, data statistical analysis, and item correlation analysis.

Research Results And Analysis
The total average and standard deviation
According to the previous research steps, the self-efficacy and job burnout of 242 college Ideological and political teachers in 15 local colleges and universities in Hubei Province are investigated. GSES has four scores (1-4 points), with the median of 2.5; the higher score the participant has, the stronger self-efficacy he has; MBI-ES has 7 scores (0-6 points), with the median of 3; the higher score the participant has, the severer job burnout he is suffering from. Table 4 shows the total average and standard deviation of job burnout and self-efficacy of college Ideological and political teachers (Chuang *et al.*, 2015).

As can be seen from the data in Table 4, the average self-efficacy of college Ideological and political teachers in Hubei Province is 2.611, which is higher than the median 2.5, indicating strong self-efficacy. According to the survey table 1-3, the average values of three dimensions of job burnout (emotional exhaustion, depersonalization, and reduced feeling of work-related personal achievement) are 1.681, 1.325 and 2.625, respectively. Since the median of MBI-ES is 3, which is higher than those average values, it is indicated that the overall degree to which Ideological and political teachers in Hubei Province have job burnout is low. The standard deviation of self-efficacy is 0.510, which indicates the relatively poor self-efficacy of college teachers that remains at the mid-to-high level. In terms of job burnout, both the average and standard deviation of reduced feeling of work-related personal achievement are large, which reflects causal relationship between reduced feeling of work-related personal achievement and job burnout for part of college Ideological and political teachers.

The influencing factors of gender, age, and years of working
The data of gender, age and years of working of the 242 Ideological and political teachers are analyzed statistically and processed in SPPSS22.0.

Table 4. The total average and standard deviation of job burnout and self-efficacy of Ideological and political teachers

Item	Self-efficacy	Emotional failure	Non-personalized	Personal accomplishment
Average value	2.611	1.681	1.325	2.625
Standard deviation	0.510	1.082	1.120	0.958

Table 5. Difference-testing of job burnout and self-efficacy (M±SD)

Influencing factors		Job burnout	Self-efficacy
Gender male	Male(n=101)	3.11±0.87	1.73±0.57
	Female(n=141)	2.93±0.91	2.45±1.62
	t	0.86	1.07
Age	<30(n=44)	3.01±0.89	2.41±0.56
	31-40(n=142)	3.01±0.87	2.57±1.65
	41-50(n=56)	2.95±0.82	2.68±1.56
	F	0.61	1.81
Years of working	Under 5 years(n=27)	2.91±1.81	2.31±0.59
	6-10 years(n=38)	3.21±0.89	2.37±0.57
	11-15 years(n=55)	3.35±1.02	2.73±1.065
	16-20 years(n=101)	2.92±0.87	2.5±0.53
	Above 20 years(n=21)	2.94±0.83	2.75±0.62
	F	1.13	2.44

From the data in Table 5, it can be seen that there is a large difference of job burnout and self-efficacy between males and females, possibly because the sense of social responsibility varies between gender. Male teachers are expected to in self-efficacy. The influencing power of age is little. Years of working is closely related to self-efficacy: the teachers with over two decades of working experience have much stronger self-efficacy than others; newly-recruited young and mid-age teachers have poor self-efficacy.

The relationship between self-efficacy and job burnout of college Ideological and political teachers

The data of Table 5 shows that self-efficacy is an important variable of job burnout. In general, college Ideological and political teachers with strong self-efficacy have low scores of jobs burnout in three dimensions. Considering the positive correlation between self-efficacy score and self-efficacy and between job burnout score and the probability of job burnout, it can be statistically summarized that self-efficacy and job burnout are negatively correlated.

Self-efficacy has an adjustable role in job burnout. Strong self-efficacy can help alleviate working pressure, balance emotions and overcome job burnout. According to some literatures, self-efficacy is influential when teachers set career goals, become more devoted to work, and get well with students. Therefore, college Ideological and political teachers with strong self-efficacy are easier to overcome job burnout.

bear more family economic burdens and heavier work of teaching and scientific research, and thus their self-efficacy is lower than female Ideological and political teachers. Also, with refined sensibility, female teachers are generally strong

Conclusions

College Ideological and political teachers shoulder the task of improving the overall college political level and developing more scientific political teaching methods. They are likely to suffer from job burnout in the face of personal and social pressure. 242 college Ideological and political teachers in 15 universities in Hubei Province are selected as our research object, filling out a questionnaire about self-efficacy and job burnout. Then, we conduct quantitative and qualitative analyses on the relationship between self-efficacy and job burnout. The major contents and conclusions in this paper are:

(1) The status of self-efficacy and job burnout of college Ideological and political teachers are measured by General Self-Efficacy Scale (GSES) and Maslach Burnout Inventory – Educators' Survey (MBI-ES).

(2) The relationship between self-efficacy and job burnout is discussed quantitatively and qualitatively by means of statistical analysis and literature review.

(3) The conclusion of the article is instructive to college Ideological and political teachers in promoting physical and mental health, and indirectly strengthens the competence of college Ideological and political teachers.

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