

Self-efficacy, work satisfaction and burnout among teachers in private universities in China: Inputs to faculty development plan

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Abstract

This study aims to determine the Faculty Members of Higher Education Institutions' degree of likelihood of burnout in terms of emotional exhaustion, depersonalization, and personal accomplishment; to determine their level of work engagement in terms of vigor, dedication, and absorption; and to determine their work life balance level of agreement in terms of Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work/Personal Life Enhancement (WPLE). Furthermore, is to test significant differences on burnout experience, work engagement, and work life balance when grouped according to their profile. Moreover, is to test the significant relationship between burn out and work engagement and work life balance. And to conclude the study, is to develop a human resource development plan in a work from home engagement. The study revealed that during the pandemic, Faculty Members of Higher Education Institutions sometimes being engaged in their teaching role. Also, the study showed that they are experiencing work life balance. In addition, they disagree that they are not experiencing work life balance. The Human Resource Development plan focuses on three key results areas on burnout level, work engagement, and work life balance. Burnout level can be measured on the impact on the cognitive and emotional aspect of the teachers, whereas work engagement can be assessed on their level of work engagement. Moreover, work life balance can be analyzed on their increased level of satisfaction.

Keywords: burnout; work engagement, work life balance, work from home, COVID-19, human resource development plan

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1. Introduction

After more than 40 years of rapid development, China's private colleges and universities have become an indispensable part of China's education system. As the backbone of private colleges and universities, their teachers are growing. In 2018, Chinese higher education to go connotative development way, this is the education quality and benefit of private colleges put forward higher standard, and high standards of quality of running a school is to as the main body of education teaching activities teachers put forward higher request, make teachers in daily work under multiple pressure teaching, scientific research, management and service. At the same time, the development time of China's private universities is short, the teachers are relatively young, their teaching and research experience is relatively less, and the ability is relatively weak. This has made China's private university teachers feel more pressure.

In addition, in traditional Chinese concepts, it is generally believed that the development of private colleges and universities in academic ability and professional skills is not as good as that of public colleges and universities in China. Therefore, compared with public colleges and universities in China, the status of private teachers in the society is relatively low, and China's private colleges and universities mostly adopt the management mode of enterprise. Make private college teachers to participate in the democratic management of schools, and the right to receive remuneration packages, as well as the rights of the refresher training, etc., there is a huge difference, the public school teachers and this greatly affects the teachers' work enthusiasm and devotion, so that cause serious job burnout phenomenon, even generate discontent and want to throw their grievances, leaving the company This will not only have a serious impact on teachers' physical and mental health and career development, but also have a negative impact on the quality of running a private university and its healthy and sustainable development.

Self-efficacy is an individual's speculation and judgment on whether he is capable of performing a certain behavior. Studies have shown that teachers' self-efficacy will affect their work efforts, their teaching strategies and reform of teaching methods, and their research persistence. It will also affect teachers' mental health and emotions, and then affect students' learning and the development of colleges and universities. College teachers' job satisfaction directly affects their work enthusiasm and quality, and ultimately affects the quality of school education. Therefore, this study aims to study the status quo of self-efficacy, job satisfaction and job burnout of teachers in private colleges and universities in China. This paper attempts to analyze whether career satisfaction can become the intermediate variable of self-efficacy and the adjustment of job burnout of teachers in private colleges and universities, so as to provide reference suggestions for the construction of teachers in China's private colleges and universities and the realization of conformal development of private colleges and universities.

Objectives of the Study - This study aims to describe the Self-Efficacy, Work Satisfaction and Burnout Among Teachers in Private Universities in China and will be the basis in developing a Faculty Development Plan. Specifically, it will describe the self-efficacy as to cognitive efficacy, job tasks efficacy and interpersonal relationship; determine their work satisfaction as to compensation, leadership and management, work environment, work itself, respect and recognition and growth and development; describe their burnout experience with reference to emotional exhaustion, low sense of achievement and deindividuation; test the relationships between the three variables and to develop a Faculty Development Plan

2. Methods

Research Design - The purpose of this study is to study the self-efficacy, job satisfaction and job burnout of teachers in private universities in China. The specific research includes a descriptive analysis of the status quo and problems of self-efficacy, job burnout and satisfaction of teachers in China's private colleges and universities. On the basis of the previous research, the author tries to analyze whether career satisfaction can become the intermediate variable of self-efficacy and the adjustment of private university teachers' job burnout. Finally, it puts forward some countermeasures to improve the self-efficacy of teachers in private colleges and universities and to prevent and reduce the burnout of teachers in private colleges and universities.

Participants of the Study - This study adopted a targeted sampling method and selected 304 full-time teachers in private universities in China as research objects.

Data Gathering Instrument - To collect the data for this study, three improved and adopted research tools were used, using a five-point rating scale. On the basis of referring to the mature scale at home and abroad, this paper modified and supplemented the topic slightly by combining the working situation and professional characteristics of teachers in private colleges and universities, and compiled the self-efficacy scale, satisfaction scale and job burnout scale for teachers in private colleges and universities. Based on Bandura's self-efficacy theory, self-efficacy was evaluated from three aspects: cognitive efficacy, task efficacy and interpersonal efficacy. Determine job satisfaction from salary, leadership and management, working environment, interpersonal relationship, work itself, respect and recognition, etc. Identify job burnout in terms of emotional exhaustion, low sense of accomplishment, and deindividuation. Reliability results showed that the Cronbach's alpha for self-efficacy (0.895), work satisfaction (0.907), and job burnout (0.863) suggesting that the items have relatively high internal consistency.

Data Gathering Procedure - The purpose of this study is to study the self-efficacy, job satisfaction and job burnout of teachers in Chinese private colleges and universities. To be able to conduct the survey, the researchers sought permission from administrators at different schools to be able to survey teachers. Since the questionnaire was compiled digitally through the China Questionnaire Network, it was shared on social media.

Ethical Considerations - Ethical considerations will be applied in the performance of the research effort to ensure that any information acquired is used solely for research purposes in order to maintain the quality and integrity of the research. The researcher gets the permission of each school or university's administrators, human resource department, and research office by letter and correspondence to ensure that the target respondents are prepared to answer the research's relevant questions. It also protected the respondents' confidentiality and anonymity by not asking for their names as they completed the questionnaires. The researcher also ensures that the respondents answer the surveys voluntarily and according to their will. Finally, it ensures that none of the study's participants will be hurt or harmed, and that their safety and security is a primary priority.

Data Analysis - Weighted mean and rank were used to describe the self-efficacy as to cognitive efficacy, job tasks efficacy and interpersonal relationship; to determine their work satisfaction as to compensation, leadership and management, work environment and work itself, interpersonal relationship, and growth and development; and to describe their burnout experience with reference to emotional exhaustion, low sense of achievement and deindividuation. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Therefore, Spearman rho was used as part of the non-parametric tests to determine the significant relationship. All analyses were performed using SPSS version 28.

3. Results and Discussion

Table 1 shows the Self-Efficacy with weighted mean of 2.93 verbally interpreted as agree. Among the cited indicators, Interpersonal Relationship obtained the highest weighted mean of 3.04, followed by Cognitive

Efficacy (2.92), and Job Tasks Efficacy (2.83), were verbally interpreted as agree. TALIS 2018 proposed that teachers' self-efficacy is multi-dimensional. In 1997, Schwarzer, a German scholar, proposed a general self-efficacy and compiled the General Self-efficacy Scale (GSES). The scale is designed to evaluate the level of self-efficacy. The scale is Likert's four-point scoring scale, which is in order of "completely incorrect", "somewhat correct", "mostly correct" to "completely correct". The scale has been continuously improved, with 20 items reduced to 10 items.

It has been translated into more than 25 languages and is widely used internationally (Schwarzer, et al., 1997). My King Kang CAI later revised the Chinese version of the scale, covering a total of 10 items, excluding negative scores, and the total score of the scale is 10-40 points. This scale is suitable for localization, has good reliability, high accuracy and credibility. In terms of validity, the structural validity of the general self-efficacy scale is also very good (Caikang, et al., 2001). Xie & Liu (2023) proposed that self-efficacy includes self-cognitive efficacy, work task efficacy and interpersonal relationship efficacy. The survey showed that the interpersonal relationship efficacy of teachers in Chinese private universities was relatively high, while the work task efficacy was relatively weak, and the self-cognitive efficacy was in the middle of the two.

Table 1*Self-Efficacy*

Indicator	Weighted Mean	Verbal Interpretation	Rank
Cognitive Efficacy	2.92	Agree	2
Job Tasks Efficacy	2.83	Agree	3
Interpersonal Relationship	3.04	Agree	1
Composite Mean	2.93	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2*Work Satisfaction*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Compensation	2.13	Dissatisfied	5
Leadership and Management	2.42	Dissatisfied	3
Work Environment and Work Itself	2.34	Dissatisfied	4
Interpersonal Relationship	2.91	Satisfied	1
Growth and Development	2.48	Dissatisfied	2
Composite Mean	2.46	Dissatisfied	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 shows the Self-Efficacy as to Summary Table on Work Satisfaction mean of 2.46 verbally interpreted as agree. Among the cited indicators, Interpersonal Relationship obtained the highest weighted mean of 2.91, followed by Growth and Development (2.48), Leadership and Management (2.42), Work Environment and Work Itself (2.34), and Compensation (2.13), were verbally interpreted as agree. The overall satisfaction of teachers in China's private colleges and universities is low, and they are basically satisfied only in interpersonal relationship, while they are not satisfied in other aspects. According to the characteristics of this group of teachers, Xiao (2017) investigated that the overall satisfaction of teachers in a local private undergraduate university in Anhui Province was low, only 35.2% were satisfied, and the satisfaction of teachers in different colleges and departments was different.

Qiao & Zhang (2022) designed the teacher satisfaction questionnaire of JT College and found that the overall teacher satisfaction of JT College was low. Teachers' self-cognition, salary income, books and scientific research conditions, teacher training and further education, opportunities to contact the academic frontier, lack of growth platform, service awareness of administrative personnel, communication between school and department leaders and teachers are still relatively inadequate, and the satisfaction rating is low, which needs to be further improved. However, a few items such as the nature of work and teacher-student relationship were rated highly. This shows that JT College needs to take measures to improve teacher job satisfaction. Hossain (2021) conducted a survey on the satisfaction of teachers in private universities. The results show that salary, promotion,

academic atmosphere, leadership and management are the main factors affecting the satisfaction of teachers in private colleges and universities. The salary of teachers in private universities is obviously low. The academic atmosphere is poor and the space for teachers' professional development is limited. The low level of management and the lack of a sense of belonging are the main reasons for the low satisfaction of teachers in private colleges and universities.

Table 3*Burnout Experience*

Indicator	Weighted Mean	Verbal Interpretation	Rank
Emotional Exhaustion	2.39	Disagree	3
Sense of Achievement	2.88	Agree	2
Deindividuation	3.04	Agree	1
Composite Mean	2.77	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 show the burnout Experience of the respondents with composite mean of 2.77 and verbally interpreted as agree. Among the cited indicators, Deindividuation obtained the highest weighted mean of 3.04, followed by Sense of Achievement (2.88) and Emotional Exhaustion (2.39), which were verbally interpreted as agree. Based on the perspective of social psychology, Maslach, et al., (2001) pointed out that job burnout is a syndrome characterized by low personal accomplishment, emotional exhaustion and depersonalization. Malach-Pines & Yafe-Yana (2001) emotional exhaustion refers to people's emotional resources being consumed in interpersonal communication, resulting in feelings of depression and exhaustion.

Depersonalization is when people treat people and things at work with indifference. Low sense of accomplishment means that people feel unfulfilled in their work and have a very negative evaluation of themselves. From the perspective of emotional conflict, Schaufeli (2008) believes that job burnout is caused by disillusionment and frustration caused by extensive conflicts between personal career value and organizational value. Wang (2022) believe that the general level of job burnout of teachers in private colleges and universities is medium to low, and there are obvious differences in three dimensions. Among them, teachers have the highest degree of emotional exhaustion, the second degree of deindividuality, and the degree of low sense of accomplishment is slightly lower.

Table 4 show the relationship between self-efficacy and workplace. The computed rho-values ranging from 0.053 to 0.141 indicate a very weak direct relationship between cognitive efficacy and sub variables of work satisfaction. There was a statistically significant relationship between cognitive efficacy and sub variables of work satisfaction namely work environment and work itself and growth and development because the obtained p-values were less than 0.05. The computed rho-values ranging from 0.138 to 0.352 indicate a very weak to weak direct relationship between job tasks efficacy and sub variables of work satisfaction. There was a statistically significant relationship between job tasks efficacy and sub variables of work satisfaction because the obtained p-values were less than 0.01/0.05. The computed rho-values ranging from 0.081 to 0.313 indicate a very weak to weak direct relationship between interpersonal relationship efficacy and sub variables of work satisfaction. There was a statistically significant interpersonal relationship efficacy and sub variables of work satisfaction namely compensation, interpersonal relationship and growth and development because the obtained p-values were less than 0.01.

Through the research on the relationship between self-efficacy and job satisfaction, it is found that there is a certain correlation between self-efficacy and job satisfaction of teachers in private universities in China, among which task efficacy and satisfaction are the most relevant, followed by interpersonal efficacy, while the correlation between self-perceived efficacy and job satisfaction is not large.

There are not many relevant studies on self-efficacy and job satisfaction. Türkoglu, et al., (2017) confirmed in the survey on teacher job satisfaction that teachers' self-efficacy has an impact on teacher job satisfaction. The questionnaire survey conducted by Huang & Zhang (2018) on teachers in vocational high schools shows that the

life satisfaction of vocational high school teachers has a moderately significant positive correlation with self-efficacy, and the self-efficacy of vocational high school teachers can significantly predict the life satisfaction of vocational high school teachers. It shows that there is a certain correlation between the two, but it is not obvious. Because teachers' job satisfaction is mainly affected by external environment and internal factors, Hossain (2021) proposed that staff satisfaction is mainly affected by six factors: social status, income and welfare, education system and social environment, respect and recognition, leadership and management, and work tasks. This proves that there is a certain correlation between task effectiveness and satisfaction found in the survey data. Therefore, the task effectiveness of teachers in China's private colleges and universities is not high, so the satisfaction of teachers is relatively low.

Table 4*Relationship Between Self-Efficacy and Work Satisfaction*

Variables	rho-value	p-value	Interpretation
Cognitive Efficacy			
Compensation	0.053	0.359	Not Significant
Leadership and Management	0.104	0.071	Not Significant
Work Environment and Work Itself	0.141*	0.014	Significant
Interpersonal Relationship	0.064	0.268	Not Significant
Growth and Development	0.121*	0.036	Not Significant
Job Tasks Efficacy			
Compensation	0.334**	0.000	Highly Significant
Leadership and Management	0.213**	0.000	Highly Significant
Work Environment and Work Itself	0.352**	0.000	Highly Significant
Interpersonal Relationship	0.259**	0.000	Highly Significant
Growth and Development	0.138*	0.016	Significant
Interpersonal Relationship Efficacy			
Compensation	0.196**	0.001	Significant
Leadership and Management	0.081	0.158	Not Significant
Work Environment and Work Itself	0.089	0.124	Not Significant
Interpersonal Relationship	0.313**	0.000	Highly Significant
Growth and Development	0.186**	0.001	Significant

Table 5*Relationship Between Self-Efficacy and Burnout Experience*

Variables	rho-value	p-value	Interpretation
Cognitive Efficacy			
Emotional Exhaustion	-0.202**	0.000	Highly Significant
Sense of Achievement	1.44*	0.12	Significant
Deindividuation	-0.322**	0.000	Highly Significant
Job Tasks Efficacy			
Emotional Exhaustion	-0.218**	0.000	Highly Significant
Sense of Achievement	0.72	0.21	Not Significant
Deindividuation	-0.30	0.605	Not Significant
Interpersonal Relationship Efficacy			
Emotional Exhaustion	-0.285**	0.000	Highly Significant
Sense of Achievement	0.225*	0.023	Significant
Deindividuation	-0.132*	0.22	Significant

Table 5 show the relationship between self-efficacy and burnout experience. The computed rho-values ranging from -0.322 to 1.44 indicate a Highly Significant relationship between cognitive efficacy and sub variables of burnout experience. Cognitive Efficacy is highly negatively correlated with Emotional Exhaustion and Deindividuation, respectively. This is statistically significant because the computed p-values were less than 0.05. There was a weak significant relationship between cognitive efficacy and Sense of Achievement, but the obtained p-values were greater than 0.01. There was no statistical significance.

The computed rho-values ranging from -0.218 to 0.225 indicate a Significant relationship between Job Tasks Efficacy and sub variables of burnout experience. There was a statistically significant relationship between job

tasks efficacy and emotional exhaustion because the obtained p-value was less than 0.01. There was no correlation between task effectiveness and achievement or deindividuation. The computed rho-values ranging from -0.285 to 0.72 indicate a Significant relationship between Interpersonal Relationship Efficacy and sub variables of burnout experience. Interpersonal Relationship Efficacy and Emotional Exhaustion showed a significant negative correlation. Interpersonal Relationship Efficacy is significantly correlated with Sense of Achievement. This is statistically significant because the computed p-values were less than 0.05. There was no statistically significant relationship between Interpersonal Relationship Efficacy and Sense of Achievement because the obtained p-value was greater than 0.01.

This study shows that self-efficacy is highly negatively correlated with emotional exhaustion, both in terms of self-cognition, task efficacy and interpersonal efficacy. The results of Zeng & You (2020) show that there is a significant negative correlation between the teaching efficacy of college English teachers and job burnout. Wang (2022) also analyzed the significant correlation between the self-efficacy of teachers in private colleges and universities and their job burnout, showing a negative correlation. There is a certain relationship between self-efficacy and achievement, but it is not obvious. Because self-efficacy is not equivalent to a sense of achievement, teachers' self-efficacy means that teachers feel that they can do the work and complete the work, but feeling that they can complete or complete the work does not mean that they have a sense of accomplishment. Zhou Guangya conducted a questionnaire survey on college teachers in Henan Province and found that Zhou (2020) found that there was no correlation between work pleasure and interpersonal relationship in teachers' work stress and low personal accomplishment in job burnout. Zhang, et al., (2022) proposed that the influencing factors of teachers' career accomplishment can be divided into exogenous factors and endogenous factors, including five parts: social treatment, working atmosphere, professional development level, cognitive bias and emotional management. Kordzanganeh (2021) believes that there is some negative correlation between self-efficacy and deindividuation. People with high self-cognitive efficacy generally maintain their individuality and are weak in deindividuation.

The calculated rho value of -0.115 indicates some negative correlation between Compensation and Emotional Exhaustion. Since the obtained P-value was greater than 0.01, the relationship between Compensation and Emotional Exhaustion was statistically significant. The calculated rho value of 0.001 indicates that there is no correlation between Compensation and Sense of Achievement. Since the obtained P-value is greater than 0.01, the relationship between Compensation and Sense of Achievement is not statistically significant. The calculated rho value is 0.153, indicating a high correlation between Compensation and Deindividuation. The relationship between Compensation and Deindividuation is statistically significant since the obtained P-values are less than 0.01. The calculated rho value of -0.258 indicates some negative correlation between Leadership and Management and Emotional Exhaustion. Because the obtained P-value was less than 0.01, the relationship between Leadership and Management and Emotional Exhaustion was statistically significant. The calculated rho value of 0.121 indicates that there is a correlation between Leadership and Management and Sense of Achievement. Since the obtained P-value is greater than 0.01, the relationship between Leadership and Management and Sense of Achievement is not statistically significant. The calculated rho value is -0.004, indicating a weak correlation between Leadership and Management and Deindividuation. The relationship between Leadership and Management and Deindividuation is not statistically significant since the obtained P-values are greater than 0.01.

Table 6

Relationship Between Work Satisfaction and Burnout Experience

Variables	rho-value	p-value	Interpretation
Compensation			
Emotional Exhaustion	-0.115*	0.46	Significant
Sense of Achievement	0.001	0.991	Not Significant
Deindividuation	0.153**	0.008	Highly Significant

Leadership and Management			
Emotional Exhaustion	-0.258**	0.000	Highly Significant
Sense of Achievement	0.121*	0.36	Significant
Deindividuation	-0.004	0.945	Not Significant
Work Environment and Work Itself			
Emotional Exhaustion	-0.282**	0.000	Highly Significant
Sense of Achievement	0.12	0.836	Not Significant
Deindividuation	-0.033	0.572	Not Significant
Interpersonal Relationship			
Emotional Exhaustion	-0.511**	0.000	Highly Significant
Sense of Achievement	0.518**	0.000	Highly Significant
Deindividuation	-0.350**	0.000	Highly Significant
Growth and Development			
Emotional Exhaustion	-0.379**	0.000	Highly Significant
Sense of Achievement	0.458**	0.000	Highly Significant
Deindividuation	-0.294**	0.000	Highly Significant

*. Correlation is significant at the 0.05 level /***. Correlation is significant at the 0.01 level

The calculated rho value of -0.282 indicates a high negative correlation between Work Environment and Work Itself and emotional exhaustion. Since the P-value obtained was less than 0.01, the relationship between compensation and emotional exhaustion was statistically significant. The calculated rho value is 0.12, indicating that the direct relationship between Work Environment and Work Itself and Emotional Exhaustion is very weak. All the p values were greater than 0.01, and there was no statistical significance between salary and sense of achievement. The calculated rho value of -0.033 indicates a very weak indirect relationship between the Work Environment and Work Itself and depersonalization. Since the resulting P-value is greater than 0.01, the relationship between compensation and depersonalization is not statistically significant. The calculated rho value is -0.511, indicating a high negative correlation between Interpersonal Relationship and Emotional Exhaustion. Since the obtained p value was less than 0.01, the Relationship between Interpersonal Relationship and Emotional Exhaustion was statistically significant.

The calculated rho value is 0.518, indicating that there is a high correlation between Interpersonal Relationship and Sense of Achievement. Since the obtained P-value is less than 0.01, the Relationship between Interpersonal Relationship and Sense of Achievement is statistically significant. The calculated rho value is -0.350, indicating a high negative correlation between Interpersonal Relationship and Deindividuation. Since the obtained P-value is less than 0.01, the Relationship between Interpersonal Relationship and Deindividuation is statistically significant. The calculated rho value of -0.379 indicates a high negative correlation between Growth and Development and Emotional Exhaustion. Since the obtained P-value was less than 0.01, the relationship between Growth and Development and Emotional Exhaustion was statistically significant. The calculated rho value is 0.458, indicating a high correlation between Growth and Development and Sense of Achievement. Since the obtained P-value is less than 0.01, the relationship between Growth and Development and Sense of Achievement is statistically significant. The calculated rho value is -0.294, indicating a high negative correlation between Growth and Development and Deindividuation. The relationship between Growth and Development and Deindividuation is statistically significant since the obtained P-values are less than 0.01.

There is a certain correlation between job satisfaction and job burnout. Improving job satisfaction is conducive to eliminating job burnout. Huang & Zhang (2018) believe that occupational fatigue of college teachers is caused by factors such as pressure on teachers brought by higher education reform, social expectations, and family responsibilities. Measures such as focusing on social support, strengthening humanistic care, guiding the establishment of career ideals, and strengthening lifelong learning can be taken to strengthen teachers' sense of value, create a superior development environment, and form a scientific evaluation mechanism. Thus effectively alleviate job burnout. Yijuan & Jinghuan (2020) found in their investigation of college English teachers that environment is an important factor affecting job burnout, including social environment, family environment and school environment, among which the school environment is composed of five dimensions:

material environment, school atmosphere, influence of principals, interpersonal relationship and teacher development conditions. Li (2017) believe that the imbalance between input and output, the lack of balance between work and family, scientific research pressure and job promotion pressure are the main factors leading to teacher burnout.

4. Conclusions and Recommendations

Teachers at private universities in China are generally younger, with about two-thirds of participants under 39. This occupation is attractive to young people who are newly employed, but there is a higher turnover rate as they age. Most of the academic qualifications are postgraduate, the title is generally low, and the teaching age is short. Furthermore, the interpersonal efficacy of teachers in Chinese private colleges and universities is relatively high, while the task efficacy is relatively weak, and the self-cognitive efficacy is in between. The overall satisfaction of teachers in private colleges and universities in China is low, and they are basically satisfied only in interpersonal relationship, while they are not satisfied in other aspects. The overall level of job burnout among teachers in China's private colleges and universities is medium to low. Although they have not reached emotional exhaustion, they lack a sense of self-achievement and the phenomenon of deindividuation is also obvious. Through the research on the relationship between self-efficacy and job satisfaction, it is found that there is a certain correlation between self-efficacy and job satisfaction of teachers in private universities in China, among which task efficacy and satisfaction are the most relevant, followed by interpersonal efficacy, while the correlation between self-perceived efficacy and job satisfaction is not large. There is a high negative correlation between self-efficacy and emotional exhaustion among teachers in Chinese private colleges and universities, including self-cognition, task efficacy and interpersonal efficacy. There is some negative correlation between self-efficacy and deindividuation. People with high self-cognitive efficacy generally maintain their self-personality and are weak in deindividuation. There is a certain correlation between job satisfaction and job burnout of teachers in China's private colleges and universities. Improving job satisfaction is conducive to eliminating job burnout.

Optimize the salary structure of teachers in private colleges and universities, and formulate the salary combination of basic salary, workload and work quality. Establish a reasonable teacher training and promotion system to create good working conditions for teachers, so as to stimulate teachers' initiative and promote teachers to treat teaching work with full enthusiasm. Create a good organizational atmosphere, enhance the knowledge and understanding among teachers, and establish a peaceful relationship between colleagues. Improve the professional status of teachers in private colleges and universities and stimulate their work enthusiasm and enthusiasm. To implement the humanized "education management" system, the leaders of private colleges and universities should establish the people-oriented leadership concept. To put people first is to take school teachers as the foundation. Teachers in private colleges and universities are senior intellectuals, and their needs focus on the desire for respect, home and love, and self-realization. Therefore, school leaders should respect the needs of every teacher and advocate the humanistic development concept of mutual respect, trust and care between leaders and teachers.

Setting appropriate goals. When setting goals or accepting work tasks, teachers should learn to divide long-term goals into multi-stage small goals, so that teachers can gain more successful work experience from the completion of each small goal and enhance teachers' sense of self-efficacy. It has a positive guiding effect for teachers in colleges and universities to carry out teaching and research work correctly and effectively. At the same time, teachers objectively and correctly analyze the sources of their own shortcomings and strive to improve them in the future work, which will be conducive to the cultivation and promotion of college teachers' self-efficacy. Strengthening cooperation in teaching and research and improving teachers' social status will have significant positive effects on improving effective teaching quality and academic research level. To solve the job burnout of teachers not only needs the efforts of teachers themselves, but also needs the support of schools and society. To improve college teachers' sense of professional value, sense of professional belonging, and their ability to withstand pressure, teachers need to learn to relieve pressure by themselves, improve their professional

knowledge and teaching quality through continuous learning, know the significance of their teaching, and define their future development direction. Schools need to appropriately reduce teachers' work pressure, optimize the evaluation system for teaching quality, provide training opportunities for teachers, manage teachers reasonably, and pay more attention to teachers. To build a good social environment that respects teachers and values education, the government should also pay attention to the basic guarantee of teachers in private colleges and universities.

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