Teacher career goals, burnout and teacher job performance in universities: Basis for improved work performance framework

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Abstract

This study developed a framework to enhance university instructors' work performance by evaluating the career aspirations, job role performance, and job burnout of Chinese university professors. The study found that while university instructors slightly agreed on extrinsic and intrinsic professional goals, they disagreed slightly on burnout as measured by depersonalization, weariness, and a diminished sense of accomplishment. The respondents also slightly agreed on the assessment of team member proficiency, team member adaptivity, team member proactivity, organization member proficiency, organization member adaptivity, and organization member proactivity. In addition, the respondents disagreed slightly on the work performance in terms of individual task proficiency, individual task adaptivity, and individual task proactivity. In addition, there is a strong correlation between job role performance, burnout, and teacher career aspirations; this correlation can be used to establish a framework that is suggested to enhance university teachers' job performance.

Keywords: career goal, burnout, job role performance, human resource development policy, universities teachers

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1. Introduction

In China, the running of colleges and universities requires government funding. As a "rational" government, when allocating competitive education funds, it also needs to weigh the pros and cons among many colleges and universities, that is, the government's approval of financial funds for colleges and universities is increasingly dependent on the performance output of colleges and universities (Kang & Liu, 2022). Therefore, in order to obtain more financial support, the university management department has formulated a series of performance evaluation standards to decompose the performance of the university to each teacher. However, in the process of teacher performance evaluation, most colleges and universities pay too much attention to quantifiable and rigid indicators such as teacher morality, teaching performance, scientific research performance, social services, discipline construction, personnel training, and public affairs (Chen, 2022; Liu et al., 2021), ignoring the consideration of teachers' job role performance (Zhang & Wang, 2013), that is, they did not consider teachers' behaviors, did not pay attention to taking measures to improve teachers' role performance, let alone the role performance of different departments Differentiated comparison and analysis of teacher performance.

With the proliferation of humanistic thoughts in the practice of human resources management, the importance of teachers' work performance management and teachers' career goals has also been put on the management agenda by university management departments. Through comprehensive and accurate job analysis, the performance behavior of college teachers can be identified, so that the organizational performance of colleges and universities can be "linked and shared" with teachers' professional goals (Zhang et. al., 2013), so as to realize the individual career of college teachers. Coordinated development of career planning and individual growth. After all, the career goals of college teachers are the main aspect of their career development (Chu & Jin, 2016), and the realization of college teachers' career goals requires the realization of university performance, and thus promotes the progress and development of personal careers.

But it should also be noted that college teachers are a group with a high incidence of job burnout (Chen & Chiu, 2021). Among the 15 more popular and stable occupations in Chinese society, the number of job burnout among college teachers ranks third, second only to Civil servants ranked first and logistics and transportation personnel ranked second (Zhao & Zhao, 2021). When college teachers feel burnt out, they may lack motivation and enthusiasm, resulting in reduced teaching quality, reduced interaction and attention with students, and inability to effectively perform their job roles; job burnout may also lead to teachers' creativity and innovative thinking Inhibited, limiting their performance and achievement in teaching. One possible explanation for the high incidence of university teaching burnout is that the compulsive academic enthusiasm that accompanies the decomposition of university performance appraisal requirements damages the inner spiritual satisfaction of university teachers and makes them more sensitive to high-stress environments (Yan & Min, 2020).

University teachers are the main implementers of the educational functions of universities and the first capital for the development of universities (Yu & Min, 2019). In this ever-changing and increasingly competitive education, the strategic impetus for the development of colleges and universities can only be provided by implementing beneficial human resource management time for the teaching staff. This article focuses on college teachers' career goals and burnout management practices to improve college teachers'job role performance. This paper intends to establish a model of job role performance for college teachers, including three elements: career goals, job burnout and job role performance.

The author has been engaged in the construction of college teachers for a long time, and has a lot of

thoughts on the management practice of college teachers, such as how to set the career development goals of college teachers, how to improve the ability of college teachers, and how to deal with common job burnout. In order to improve the job role performance of college teachers, based on career management and supported by data information on career goals and burnout, a wealth of research materials and data can be obtained effectively, so as to put forward valuable human resource management practices in colleges and universities.

Objectives of the Study - This study aimed to evaluate the teachers' career goals, job burnout, and job role performance among university teachers in China and developed a framework to improve the work performance of university teachers. Specifically, the study aimed to describe the career goals in terms of career goal setting, extrinsic career goals, intrinsic career goals and career goal process; assess the burnout of university teachers in terms of exhaustion, depersonalization and reduced sense of achievement; describe the job role performance in terms of individual task proficiency, individual task adaptivity, individual task proactivity, team member proficiency, team member adaptivity, team member proactivity, organization member proficiency, organization member adaptivity and organization member proactivity; test the significant relationship between career goals, burnout and work performance; and based on the result develop a framework for improving the work performance of university teachers.

2. Methods

Research Design - This study uses descriptive statistical analysis methods to describe the career goals, burnout and role performance of the interviewed college teachers in general. Specifically, in this study, descriptive statistics will be performed on the returned questionnaires. The object of descriptive statistics not only includes the descriptive description of each table item in different scales (career goal scale, burnout scale, job role performance scale) so as to reveal the respondent's response to specific questions; A summary descriptive analysis is carried out for each dimension of the research variables to obtain the conclusions of the interviewed university teachers in the relevant dimensions and variables. By including descriptive statistics at the three levels of "item-dimension-variable", researchers have a more intuitive, comprehensive and systematic understanding of college teachers' career goals, burnout and job role performance.

In social science data analysis, the most commonly used software is SPSS. This research will use the data analysis function of SPSS software to realize the descriptive statistics of the research. Specifically, this study first uses the descriptive statistics function of SPSS to calculate the average score of each item; then uses the data conversion function to convert it into classified data according to certain standards; finally, calculates the average score of the dimension where the item is located, thus obtaining draw conclusions.

Participants of the Study - The participants of the study are teachers from five well-known comprehensive universities with educational characteristics in Shandong Province: Shandong Agricultural University, Shandong Normal University, Qilu University of Technology, Shandong University of Finance and Economics and University of Jinan. These five universities enjoy a high reputation in Shandong Province. They not only have good hardware facilities and first-class teaching staff, but also have advantages in personnel training, teaching and scientific research, social services, and student employment. They are also among the national comprehensive universities, so the full-time teachers of the above-mentioned universities are selected as the survey participants, which is widely representative. To identify the respondents at the five universities, the proponent sent request letters to the institutions, asking for the number of dedicated faculty at the institutions.

The number of full-time faculty at the five universities ranges from 1,700 to 2,300. The years of sensitivities establishment range from 70 to more than 120 years, among which Shandong Agricultural University and Shandong Normal University can be followed until the beginning of the 20th century. Among 10456 teachers in these five universities in Shandong province, sample size 354, effect size 0.50, power probability 0.95 or 95%, alpha level 0.05 or 5%, using Rao soft sample size calculator

Data Gathering Instrument - In this study, a self-designed questionnaire was used to collect data, and the

Likert-4 scale was used for measurement. The main content of the questionnaire consists of three parts: the first part is a survey of the personal information of the respondents, and the questionnaire data is filtered; the second part is the measurement of the three variables (career goals, job burnout and work performance) in the topic selection of the paper. The third part is about the collection of answers to open-ended questions.

Data Gathering Procedure - The questionnaire was completed through literature analysis and comprehensive expert opinions, and then the questionnaire was distributed online through the questionnaire star research platform for pre-investigation. According to the survey results, and after revision and improvement under the guidance of the tutor, the questionnaires are distributed online through WeChat, QQ and other methods. After the preliminary design of the questionnaire is completed, 8 experts will be invited to pre-test (pre-test) the questionnaire to further improve the questionnaire structure and language expression. According to the pre-test results, the Cronbach's α and CR values of each variable were calculated, and according to the values, it was judged whether the scale had good reliability. After meeting the relevant reliability requirements, a formal investigation was conducted. Before the formal investigation begins, draft and finalize a letter of intent to inform the respondents of the purpose of the research work and the consideration of confidentiality of information.

Ethical Considerations - The moral considerations of research design mainly include the following three aspects. The first is that the research will be conducted after the review of the ethics committee and will be supervised by the ethics committee at all times. Secondly, in the design of the questionnaire, the ethical and moral issues that may be involved should be declared in advance, and the respondents should take the initiative to respond to the moral questions that may arise. Finally, the presentation of research results should also abide by academic ethics and norms. When designing the questionnaire, the name of the respondents were not involved.

Data Analysis - Weighted mean and rank were used to describe the (a) teacher career goals in terms of career goal setting, extrinsic career goal, career goal process and intrinsic career goal, (b) burnout in terms of exhaustion, depersonalization, sense of achievement reduction, and (c) job role performance in terms of individual task proficiency, individual task adaptivity, individual task proactivity, team member proficiency, team member adaptivity, team member proactivity, organizational member proficiency, organizational member adaptivity and organizational member proactivity. 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. Spearman's rho was used as the non-parametric test to determine if there is significant relationship between the variables. All analyses were performed using SPSS version 25.

3. Results and Discussion

Table 1

Teacher Career Goals

Indicator	Weighted Mean	Verbal Interpretation	Rank
Career Goal Setting	2.43	Slightly Disagree	4
Extrinsic Career Goals	2.57	Slightly Agree	3
Career Goal Process	2.80	Slightly Agree	1
Intrinsic Career Goals	2.68	Slightly Agree	2
Composite Mean	2.62	Slightly Agree	

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

Table 1 shows the summary table on teacher career goals having a grand composite mean of 2.62 which indicates a slight agreement on all indicators for the teacher career goals. Among the dimensions, the career goal process obtained the highest rank with a composite mean of 2.80. This implies that the process to achieve the career goals is deemed to be of utmost importance to achieve your aim and purpose. Additionally, the respondents agree that in their current job, they are able to achieve their career goals while also developing themselves in the process.

The finding also conforms with the study by the McLean et al., (2019). By having a clear understanding of

their career goals and are actively working to achieve them, employers tend to value them more. Employees who also have a clear career path are more likely to be engaged in their work and to be promoted. Aligning your career goals to your current job is definitely a huge step to achieving success in your job, both professionally and personally.

Table 2

Burnout

Indicators	Weighted Mean	Verbal Interpretation	Rank
Exhaustion	1.62	Slightly Disagree	2
Depersonalization	1.56	Slightly Disagree	3
Sense of Achievement Reduction	2.09	Slightly Disagree	1
Exhaustion	1.62	Slightly Disagree	2
Composite Mean	1.76	Slightly Disagree	

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

Table 2 the summary table on burnout with a grand composite mean of 1.76 which indicates a slight disagreement on all indicators. Among the dimensions, the sense of achievement reduction obtained the highest rank with a composite mean of 2.09. This implies that achievement is a subjective experience. It is impossible to say that someone's sense of achievement has been reduced. This is because everyone's definition of achievement is different.

Burnout is highly significant in the sense of achievement reduction. Cai and Xu (2020) proved that strong emotional exhaustion and depersonalization for individuals are evident in the relationship between burnout and sense of achievement reduction. For people who are feeling detached from work and are emotionally drained, the burnout may have a more negative impact on the sense of achievement on them. The study suggested that interventions to prevent burnout must be implemented by the organizations such as providing employees with adequate support and resources.

Table 3

Job Performance

Indicator	Weighted Mean	Verbal Interpretation	Rank
Individual Task Proficiency	2.09	Slightly Disagree	8.5
Individual Task Adaptivity	2.09	Slightly Disagree	8.5
Individual Task Proactivity	2.36	Slightly Disagree	7
Team Member Proficiency	2.71	Slightly Agree	4
Team Member Adaptivity	2.85	Slightly Agree	1.5
Team Member Proactivity	2.85	Slightly Agree	1.5
Organizational Member Proficiency	2.75	Slightly Agree	3
Organizational Member Adaptivity	2.50	Slightly Agree	5.5
Organizational Member Proactivity	2.50	Slightly Agree	5.5
Composite Mean	2.52	Slightly Agree	

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

Table 3 presents the summary table on job role performance with a grand composite mean of 2.52 which indicates slight agreement on almost all the indicators. Among the dimensions, the team member adaptivity and team member proactivity obtained the highest rank with a composite mean of 2.85. This implies that the two indicators are highly significant in job role performance.

Team member proficiency is focused on the knowledge, skills, and abilities in connection with the tasks and responsibilities of their roles. Mathieu et al. (2015) stated that team learning is positively in relation with team member proficiency. The more proficient the members, the higher chance of them learning from their mistakes and improving their performance over time. On the other hand, team member adaptivity centralizes on the ability to adapt to changes and new situations. From the same authors, team performance is positively in relation with team member adaptivity. The more adaptable the members, the more likely it is to achieve their goals.

Table 4

Relationship between teacher career goals and burnout

Variables	Spearman's Rho	p-value	Interpretation
Teacher Career Goals and Burnout in terms of Exhaustion			
Career Goal Setting	-0.404	0.000	Significant
Extrinsic Career Goals	-0.476	0.000	Significant
Career Goal Process	-0.232	0.000	Significant
Intrinsic Career Goals	-0.251	0.008	Significant
Teacher Career Goals and Burnout in terms of Depersonalization			
Career Goal Setting	-0.373	0.000	Significant
Extrinsic Career Goals	-0.413	0.000	Significant
Career Goal Process	-0.203	0.000	Significant
Intrinsic Career Goals	-0.219	0.000	Significant
Teacher Career Goals and Burnout in terms of Sense of Achievement Reduction			
Career Goal Setting	-0.134	0.012	Not Significant
Extrinsic Career Goals	-0.309	0.000	Significant
Career Goal Process	0.063	0.235	Not Significant
Intrinsic Career Goals	-0.080	0.132	Not Significant

Legend: Significant at p-value < 0.01

There was statistically significant relationship between teacher career goals in terms of career goal setting (p=0.000), extrinsic career goals (p=0.000), career goal process (p=0.000) and intrinsic career goals (p=0.000), and burnout in terms of exhaustion because the computed p-values were less than 0.01. The higher is the level of teacher career goals in terms of career goal setting, extrinsic career goals, career goal process and intrinsic career goals, the lower is the level of burnout in terms of exhaustion. This study conforms with the study of Nesje et al. (2018) and found out that teachers with higher levels of career goals were less likely to experience burnout, even after controlling for other factors such as job satisfaction and stress. Furthermore, McLean et al. (2017) discovered that having clear and precise professional goals can help teachers avoid burnout by enhancing their desire and dedication to their jobs. They also discovered that intrinsic motivation, or motivation for the sake of motivation, rather than extrinsic considerations like money, protects instructors against burnout. Teachers who were driven by their desire to make a difference in the lives of their students rather than the possibility of receiving external benefits were less likely to experience burnout during their first year of teaching. In essence, McLean et al. (2017) discovered that having a clear direction for teachers' careers and why they want to accomplish what they do can help them avoid burnout.

According to Wyatt-Smith et al. (2017), instructors with clear career objectives are less likely to experience burnout. The findings revealed that having precise goals in their job offers educators a sense of authority, making them less likely to experience burnout. Instructors should develop reasonable and measurable professional goals to help them feel accomplished and avoid burnout. There was a statistically significant relationship between teacher career goals in terms of career goal setting (p=0.000), extrinsic career goals (p=0.000), career goal process (p=0.000), intrinsic career goals (p=0.000), and burnout in terms of depersonalization, as computed p-values were less than 0.01. The higher the level of teacher career goals (career goal setting, extrinsic career goals, career goal process, and intrinsic career goals), the lower the amount of burnout (depersonalization).

Thomson and Hallam (2019) found that having greater levels of professional objective scores resulted in lower depersonalization scores, even after controlling for other work environment variables. According to one explanation provided by the researchers, having clear, attainable professional goals can serve as a work motivator and boost work engagement for teachers, so acting as a barrier to suffering depersonalization. It is interesting that there is a statistically significant association between teacher career aspirations in terms of extrinsic career goals (p=0.000) and their burnout in terms of reduced sense of achievement.

According to Hsieh and Lin (2022), teachers with higher levels of extrinsic professional objectives are less likely to experience a decline in their sense of accomplishment, which is one of the three characteristics of burnout. They also emphasize that extrinsic professional goals may help instructors feel more respected and

appreciated, preventing them from losing their sense of success. However, there was statistically no significant relationship between teacher career goals in terms of career goal setting (p=0.0.012), career goal process (p=0.235) and intrinsic career goals (p=0.132), and burnout in terms of sense of achievement reduction because the computed p-values were greater than 0.01. The level of burnout in terms of sense of achievement reduction is not dependent on the level of teacher career goals in terms of career goal setting, career goal process and intrinsic career goals.

Table 5

Relationship between career goals and job role performance

Variables	Spearman's Rho	p-value	Interpretation
Teacher Career Goals and Job Role Performance in terms of Individual Task Proficiency			
Career Goal Setting	0.349	0.000	Significant
Extrinsic Career Goals	0.330	0.000	Significant
Career Goal Process	0.164	0.002	Significant
Intrinsic Career Goals	0.188	0.000	Significant
Teacher Career Goals and Job Role Performance in terms of Individual Task Adaptivity			
Career Goal Setting	0.238	0.000	Significant
Extrinsic Career Goals	0.441	0.000	Significant
Career Goal Process	0.157	0.003	Significant
Intrinsic Career Goals	0.273	0.000	Significant
Teacher Career Goals and Job Role Performance in terms of Individual Task Proactivity			
Career Goal Setting	0.431	0.000	Significant
Extrinsic Career Goals	0.468	0.000	Significant
Career Goal Process	0.289	0.000	Significant
Intrinsic Career Goals	0.239	0.000	Significant
Teacher Career Goals and Job Role Performance in terms of Team Member Proficiency			
Career Goal Setting	0.353	0.000	Significant
Extrinsic Career Goals	0.444	0.000	Significant
Career Goal Process	0.304	0.000	Significant
Intrinsic Career Goals	0.246	0.000	Significant
Teacher Career Goals and Job Role Performance in terms of Team Member Adaptivity			
Career Goal Setting	0.369	0.000	Significant
Extrinsic Career Goals	0.425	0.000	Significant
Career Goal Process	0.289	0.000	Significant
Intrinsic Career Goals	0.305	0.000	Significant
Teacher Career Goals and Job Role Performance in terms of Team Member Proactivity			
Career Goal Setting	0.322	0.000	Significant
Extrinsic Career Goals	0.366	0.000	Significant
Career Goal Process	0.280	0.000	Significant
Intrinsic Career Goals	0.266	0.000	Significant
Teacher Career Goals and Job Role Performance in terms of Organizational Member Proficiency			
Career Goal Setting	0.205	0.000	Significant
Extrinsic Career Goals	0.265	0.000	Significant
Career Goal Process	0.190	0.000	Significant
Intrinsic Career Goals	0.244	0.000	Significant
Teacher Career Goals and Job Role Performance in terms of Organizational Member Adaptivity			
Career Goal Setting	0.283	0.000	Significant
Extrinsic Career Goals	0.352	0.000	Significant
Career Goal Process	0.305	0.000	Significant
Intrinsic Career Goals	0.297	0.000	Significant
Teacher Career Goals and Job Role Performance in terms of Organizational Member Proactivity			
Career Goal Setting	0.299	0.000	Significant
Extrinsic Career Goals	0.424	0.000	Significant
Career Goal Process	0.255	0.000	Significant
Intrinsic Career Goals	0.282	0.000	Significant

Table 5 showed that there was statistically significant relationship between teacher career goals in terms of career goal setting (p=0.000), extrinsic career goals (p=0.000), career goal process (p=0.000) and intrinsic career goals (p=0.000), and job role performance in terms of individual task proficiency because the computed p-values were less than 0.01. The higher is the level of teacher career goals in terms of career goal setting, extrinsic career goals, career goal process and intrinsic career goals, the higher is the level of job role performance in terms of

individual task proficiency. Fernandes and Simões (2021) found that teachers with strong career ambitions tend to attain higher levels of task competence. According to the study, understanding where teachers are headed in their careers would make it simpler for them to focus and perform better at work.

Furthermore, Huang and Wu (2018) discovered that teachers with greater intrinsic career aspiration scores performed better in individual tasks. Huang and Wu describe how intrinsic career goals, such as wanting to make a difference in a child's life, can help teachers become more motivated and dedicated to their jobs, resulting in improved performance. Significant relationships exist between four variables of teacher's career goals in terms of career goal setting (p<0.001), extrinsic career goals (p<0.001), career goal process (p<0.001), and intrinsic career goals (p<0.001), as well as job role performance in terms of individual task adaptivity (p<0.01). The higher the intrinsic career objective assessed by teachers, the greater the adaptivity in individual task that work role performance shown.

The researcher discovered some parallels with Demir and Aksoy's (2019) study, namely that instructors with greater rates of career ambitions were more likely to have higher rates of personal job adaptivity. They noted that it made sense that if teachers knew what their particular and realistic career goals were, they would be more adaptable when those events occurred, perhaps leading to higher rates of performance. Furthermore, Kim and Park (2018) discovered that instructors who are more intrinsically career goal oriented are more likely to exhibit higher levels of personal job adaptivity. In their debate, they argued that it was logical that instructors who have intrinsic career goals such as making a difference in the lives of children would naturally be more motivated and interested in whatever the daily assignment would be, which would allow them to enhance their rate of performance.

There was statistically significant relationship between teacher career goals in terms of career goal setting (p=0.000), extrinsic career goals (p=0.000), career goal process (p=0.000) and intrinsic career goals (p=0.000), and job role performance in terms of individual task proactivity because the computed p-values were less than 0.01. The higher is the level of teacher career goals in terms of career goal setting, extrinsic career goals, career goal process and intrinsic career goals, the higher is the level of job role performance in terms of individual task proactivity.

According to the study of Celik and Aksoy (2021), teachers with higher levels of career goals were more likely to exhibit high levels of individual task proactivity. The study indicated that clear and achievable career goals may foster instructors' self-direction and workplace proactivity, which yields better performance. In the same vein, Ghasemi and Rostami (2019) revealed that the extent of intrinsic career goals relates positively to the degree of individual task proactivity; individuals who exhibit higher levels of intrinsic career goals than the others simultaneously experience greater levels of individual task proactivity. Having intrinsic goals such as fostering children's growth may boost instructors' motivation and engagement, which induces preferability. The studies demonstrated positive correlations between having clear and attainable career goals and positive workplace conducts which finally led to successful outcomes.

There was a statistically significant relationship between teacher career goals and job role performance. The relationship between career goal setting, extrinsic career goals, career goal process, intrinsic career goals and team member proficiency was statistically significant because all the computed p-value of the coefficients of career goal setting, extrinsic career goals, career goal process, intrinsic career goals were less than 0.01 (p=0.000). The higher is the level of teacher career goals in terms of career goal setting, extrinsic career goals, career goal process and intrinsic career goals, the higher is the level of job role performance in terms of team member proficiency.

This study verifies Chen and Zhang's (2021) prior conclusion that instructors with higher career ambitions are more likely to be members of high-level groups. Our findings indicate that teachers who have a definite and attainable professional goal are more likely to be effective group members, which increases group performance. Wang and Sun (2020) also suggest that teachers with higher professional ambitions are more likely to belong to a

proficiency group. Our study discovered that teachers who have defined and attainable professional goals are more motivated, interested, confident, and successful in group participation, resulting in improved performance.

The p-values for teacher career objectives and extrinsic career goals are 0.000. Also, the p-values for teacher career objectives for the career goal process and intrinsic career goals are both 0.000. The p-values for team member adaptability are likewise less than 0.01. This suggests that there is a statistically significant correlation at the 0.01 level between teacher career objectives for career goal setting, extrinsic career goals, the career goal process, intrinsic career goals, and team member adaptability. The higher the teacher's career objectives for career goal setting, extrinsic career goals, career goal process, and intrinsic career goals, the better the job role performance in terms of team member adaptability.

Team members with professional ambitions are more adaptable and flexible (Chen & Chiu, 2021). Tangible and reachable professional goals can assist instructors improve their flexibility and adaptation, resulting in higher job performance. The study found that instructor professional aspirations (p=0.000) and extrinsic career goals (p=0.000) significantly influenced team member proactivity (p<0.01). All of the depicted differentiations have p-values less than 0.01. According to the research findings, the greater their degree of teacher professional goals, which include career goal setting, extrinsic career goals, the career goal process, and intrinsic career goals, the better their job role performance as a team member proactivity.

According to Fu and Wang (2017), teachers with high professional ambitions were more likely to have higher levels of team member proactivity. It indicates that if teacher were to set clear as well as attainable professional goals in life that can improve and make them grow personally, they might have more confident in doing their job which can lead to improve performance in their performance in school. Corresponding with that studies Zhao et al. (2017) also found that teacher with higher professional ambitions were more likely to have higher levels of team-member proactivity. It implies that teachers who set clear as well as attainable professional goals in life that can help to motivated and enthusiastic about their work and profession in which it can lead to improve performance in the classroom. The results of the studies have explicitly highlighted that having clear and achievable professional goals in life can help instructors to be profoundly motivated, enthusiastic, confident and self-directed in their job, which can finally result in their improved performance.

The correlation between teacher career goals and job role performance was significant for career goal setting (p=0.000), extrinsic career goals (p=0.000), career goal process (p=0.000), and intrinsic career goals (p=0.000). Means that all p-values are less than 0.01. Because the higher level is very student career goal setting, very student extrinsic career goals, very student career goal process, and very student intrinsic career goals, the higher level is very student job role performance in terms of organizational member competency.

The Feng and Zhang (2019) study found that instructors with greater career ambitions are more proficient as organizational members. Teaching is about expanding pupils' knowledge and skills. Feng and Zhang (2019) also stated that people with clear and attainable career goals can shape their self-perceptions by setting expectations that will build self-confidence in job performance. They explained that people who want a certain job to tend to find ways to learn about it, which makes them more confident because they will know how to do it. Using hypothesis statements, there was a statistically significant relationship between teacher career goals in terms of setting, extrinsic, process, and intrinsic career goals, and job role performance in terms of organizational member adaptivity because the computed p-value is 0.000, which is less than 0.01. Job role performance in terms of organizational member adaptivity increases with teacher career objectives in terms of setting, extrinsic, process, and intrinsic.

Teachers with greater career ambitions were more likely to have higher levels of organizational member adaptability. According to Chen and Chiu (2020), clear, achievable professional goals assist instructors become more flexible and adaptable to their jobs, resulting in improved classroom performance. Teachers with higher career objectives were also more likely to display better corporate member adaptivity. According to Wang and Chen (2019), clear and feasible career goals can greatly boost teachers' self-confidence, resulting in higher

student accomplishment. Both of these studies demonstrate that having clear, attainable career goals can help teachers become more motivated, involved, confident, and adaptive members of their organizations, resulting in higher job performance.

A substantial link (p <.01) occurs between teacher career objectives (setting, extrinsic, process, and intrinsic) and work performance (organizational member proactivity). Higher teacher career objectives (setting, extrinsic, process, and intrinsic) improve job role performance (organizational member proactivity). These findings support Bao et al. (2019) findings that instructors with greater professional objectives are more organizational member proactive. Clear and reachable professional objectives help teachers be more self-directed and proactive, enhancing performance, the study showed. According to Celik and Aksoy (2018), instructors with professional goals were more organizationally engaged. Clear and realistic professional goals may motivate instructors to work hard and stay dedicated, improving performance.

Improved University Teacher's Work Performance
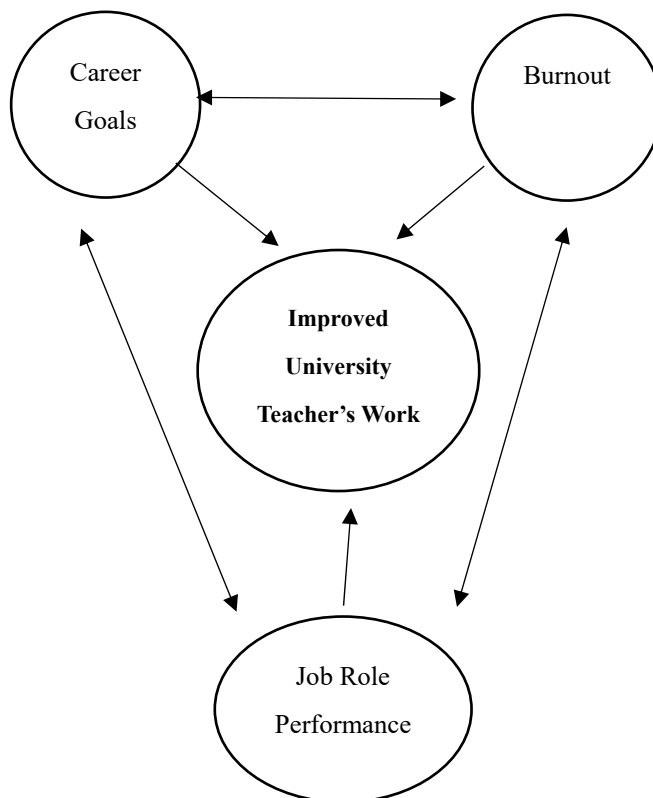
Figure 1. Framework to Improve the Work Performance of Teachers in the University

The results of this study shed some light on what university professors might do to improve their overall effectiveness at work. The findings demonstrate that job aspirations, burnout, and how a person performs on their assigned responsibilities are all related. The image below depicts the course of the research model, which connects everything. In general, a tricky relationship to analyze is the one between instructors' career goals and burnout. On the one hand, instructors can avoid burnout by establishing clear and attainable career goals. Indeed, instructors with clear and attainable career goals are more likely to remain motivated and involved in their employment, which may aid in the prevention of burnout. On the other hand, teachers who are overly ambitious or have high expectations of themselves are more likely to burn out. Notably, when instructors place too much emphasis on expanding their careers, they may ignore their personal lives and relationships. If teachers have unrealistic career goals, they may constantly feel like they are failing, which can lead to frustration, anxiety, and

even despair. All of these things can increase the risk of burnout.

Furthermore, if instructors believe they are not making progress toward their professional goals, they are more likely to become exhausted. When a teacher loses everything, they may become alienated from their profession, which can lead to burnout. Finally, having no clearly defined or attainable goals or plans can nearly assure burnout. How career aspirations can contribute to teacher burnout is a difficult subject, and the eventual solution will be unique to each teacher due to differences in personality, working environment, and personal circumstances. However, it is obvious that establishing defined and realistic goals might help to prevent burnout.

Burnout has a significant impact on a teacher's job performance. Burnout can reduce a teacher's motivation and involvement in their teaching. They may not have the same enthusiasm; therefore, they are less likely to care or desire to put up the effort. Burnout can also lead to emotional weariness. They will soon get exhausted, stressed, and just plain worn out. Burnout can eventually lead to depersonalization. They have lost all interest in their students and teaching, and they don't care what happens or how it impacts them. Finally, burnout will result in a decrease in teacher professional efficacy. They will lack the confidence to feel like they are making a difference as teachers. A career objective is required for greater job performance in a teacher. There is a link between teachers' career goals and their job role performance; a teacher's professional objectives are more likely to motivate and engage them in their work, which may improve their performance.

Having clearly defined career goals can provide instructors a sense of purpose in their jobs. Teachers who understand what they are striving toward in their careers are more likely to be motivated and engaged, which can lead to greater effectiveness in the classroom. In addition to motivating teachers, having defined professional goals can help them determine priorities. When teachers are clear about their goals, it is easier to identify which duties to prioritize. This can help teachers be more efficient with their time and resources, resulting in improved performance. Finally, setting career goals might help instructors stay motivated during difficult times. When teachers experience problems at work, they can refer to their career goals to remind themselves of why they are doing it and what they expect to achieve. This drive can help teachers endure and achieve at their best.

However, it is important to note that the relationship between professional aspirations and job success is complex. Indeed, teachers who set unrealistic or too ambitious professional goals may be less inspired and engaged in their work. This is because they may believe they are constantly falling short of their job ambitions, leading to feelings of discouragement and disengagement. Ultimately, whether or not professional goals boost job performance may be determined by individual attributes, context, and circumstances. Nonetheless, it seems evident that having specific, attainable professional goals appears to be one method for teachers to improve their performance.

4. Conclusions and Recommendations

Based on the results the respondents slightly agreed on career goal, and they slightly agreed on career goal process, extrinsic and intrinsic career goals, but slightly disagreed on career goal setting. The respondents slightly disagreed on the burnout of university teachers in terms of exhaustion, depersonalization, and reduced sense of achievement. The respondents slightly agreed on job role performance. On the on hand, the slightly agreed on the assessment of team member proficiency, team member adaptivity, team member proactivity, organization member proficiency, organization member adaptivity, and organization member proactivity; on the other hand, they slightly disagreed on individual task proficiency, individual task adaptivity and individual task proactivity. There is a significant relationship between teacher career goals, burnout, and job role performance. A framework to improve the work performance of teachers in the university is proposed.

The grassroots managers of colleges and universities can motivate college teachers to achieve their career goals by distributing diaries to teachers and letting them write down their career goals. Middle-level administrators in colleges and universities can provide faculty with respite by conducting team-building activities or conducting workshops on caring for one's physical, mental, and emotional well-being. Middle-level

administrators in colleges and universities can also take appropriate measures to improve teacher morale and productivity. For example, when teachers achieve something, take the time to acknowledge their hard work and celebrate their success; recognize their accomplishments and provide them with small gifts, such as gift certificates, etc. University administrators, especially those in China, can use the framework of teacher job performance to improve teacher job performance. Other interested researchers, in future studies, can use follow-up surveys at different sites to differentiate the results and further explain the relationship between the study variables.

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