

A Study On Job Burnout And Turnover Tendency Of Chinese Language Teachers In Yunnan Province, China

Yaxin Luo¹, Hsuan-Po Wang^{2*}

¹PhD thesis research in the philosophy of educational management, International College of Chinese Language, Bo Jen University, Thailand, 2023, three school year, 237415851@qq.com

^{2*}PhD, (Dhurakij Pundit University, sam710701@gmail.com)

Abstract

As a special group of teachers, Chinese as a foreign language teachers face high work pressure and the psychological burden of cross-cultural communication, so how to prevent job burnout, reduce the turnover tendency and stabilize the teaching team is an urgent problem to be solved in the continuous development of international Chinese language education. In this study, using questionnaire survey and interview methods, 850 Chinese as foreign language teachers in Yunnan Province, China were surveyed through three scales of teachers teaching efficiency, job burnout and turnover tendency, etc. A total of 801 valid questionnaires were collected. The results show that the quantitative data revealed differences in burnout in different teacher backgrounds and verify the mediating role of teaching efficacy between burnout and turnover tendency through structural equation models. In addition, through semi-structured interviews, teachers psychological state and behavioral responses in the face of high work pressure and cross-cultural communication problems were deeply explored. It not only improves the understanding of teacher burnout of Chinese as a foreign language, but also provides a scientific basis for formulating effective intervention measures. The improvement of teaching efficiency has been proved to effectively alleviate job burnout and reduce the turnover tendency, emphasizing the importance of optimizing the working environment of Chinese as foreign teachers, so as to stabilize the teachers, reduce the turnover rate and promote the sustainable development of the Chinese language international education.

Key words: *Speaking Chinese as a foreign language teacher, teaching efficiency, job burnout, resignation tendency*

Chapter 1

The purpose of this study is to explore the factors affecting job burnout, teaching efficacy and turnover tendency of foreign Chinese language teachers, and the relationship among the three, and finally provide theoretical basis and empirical support to alleviate job burnout, improve their teaching efficiency and reduce the generation of turnover tendency. So this chapter is divided into six parts, The first part is about the research background, Introduce the basic concept and research motivation of this study; The second part is for the research significance, In the current study of Chinese teachers in Chinese as a foreign language, Less common studies on the three variables presented here, The relationship among the three factors remains to be tested, We further propose the significance of this study based on the research gap; The third part is for the research purpose; Part IV, Research questions, The relevant literature shows that there may be some correlation of teachers teaching efficacy, burnout and turnover tendency, Based on this, the problems proposed in this paper; The fifth part is the innovation point of the research, This study will use a quantitative and qualitative synthesis approach, Explore the relationship between the three; The sixth part is a noun definition.

THEORETICAL BASIS

This chapter aims to analyze and explore teachers job burnout, teaching efficacy, turnover tendency in foreign literature, in order to have a deeper understanding of this study, by exploring the structure and related theory and literature, further clarify the teachers, burnout, teaching efficacy, the relationship between resignation tendency, and the cause of this factor, to ease the foreign Chinese teachers job burnout, resignation tendency, provide certain theoretical basis. Therefore, this chapter is divided into five parts, the first part is the theoretical basis, the second part is the review of burnout, the third part is the review of teaching efficacy, the fourth part is the review of turnover tendency, and the fifth part is the review of the relationship between burnout, teaching efficacy and turnover tendency.

2.1 Theory of self-efficacy

The term "self-efficacy" was coined by Bandura in his theory of social cognition of human agency, to mean a belief in ones own abilities, or the ability to successfully execute and effectively in some situation (Bandura, 2006). Bandura (1997) noted that there are four main sources of self-efficacy (Self-Efficacy): direct experience, alternative experience, verbal persuasion, and emotional and physiological responses. Direct experience is recognized as the source of the most influential self-efficacy (Pajares, 1996). Self-efficacy is a cognitive theory based on the framework of social theory, which emphasizes a theory that human beings evolve and exercise to explain the essence of things. Bandura The theory of self-efficacy is based on the theoretical framework of social cognition theory, emphasizing peoples subjective initiative, and believing that people can exert influence on what they do. Teaching efficacy is the belief of foreign language teachers about their ability to complete teaching tasks and achieve teaching goals in specific teaching situations, which can provide effective strategies and measures for improving teachers career satisfaction, reducing burnout and reducing turnover rate.

2.2 Job burnout theory

2.2.1 Definition of job burnout

The term occupational burnout was first proposed by Freudenberger (1974), which refers to the physical and mental fatigue and exhaustion caused by individuals under the heavy pressure of work. He sees burnout as a symptom of emotional exhaustion that is most common in helping industries. Because burnout is a multifaceted psychological phenomenon involving individual emotions, attitudes and behaviors. Based on the definition of Li Chaoping and Shi Kan (2003), this study regards job burnout as a complex psychological state with three core dimensions: emotional exhaustion, dehumanization and low accomplishment. Among them, emotional exhaustion refers to the emotional and emotional exhaustion, which has been unable to stimulate work enthusiasm; the indifference of teachers towards students and colleagues and the lack of previous care and input; the low sense of achievement reflects the inefficiency and unachievement in work, and the negative evaluation of their professional role. However, foreign Chinese teachers are especially prone to job burnout when facing the special pressure and challenges of cross-cultural teaching environment. This burnout is not only manifested as emotional exhaustion, but also may lead to teachers alienation from educational activities and students, as well as doubts about their own professional value, thus affecting their overall teaching efficiency and professional willingness to stay. Therefore, this study defines teacher burnout cause as a state of exhaustion, dehumanization and low fulfillment of emotion, attitudes and behaviors in the face of continuous occupational stress. This psychological state not only weakens the teachers work motivation and teaching quality, but also may prompt them to leave their jobs.

2.2.2 Measurement of job burnout

In this study, it was based on the MBI-GS Chinese scale compiled by Li Chaoping and Shi Kan (2003), and partially revised. This scale was revised according to the structure of Maslach BurnoutInventory-General Survey (MBI-GS) scale, which includes three dimensions: emotional exhaustion, dehumanization and low achievement. These three dimensions separately measured the degree of teachers feeling exhausted from overwork, apathy towards students and colleagues, and inefficiency and fulfillment felt at work. In this study, the use of this scale considered its applicability and reliability in the Chinese educational environment. Previous studies have demonstrated that this scale has good reliability and validity in a Chinese cultural context, making it a powerful tool for studying teacher burnout in China (Guo Rong, 2021). Through this scale, this study aims to explore the relationship between teacher burnout and teaching efficacy and turnover tendency, and to analyze how different individual backgrounds (e. g., teaching age, education, professional title, etc.) influence these variables. Furthermore, given the unique challenges that foreign Chinese teachers may face in cross-cultural communication and teaching, this study highlights the importance of intercultural research ideas. This could not only help to enrich the understanding of teacher burnout research, but also help to explore how cultural and regional differences influence teacher work attitudes and behavior. Therefore, in the future, we should not only enrich the local case studies of teacher burnout, refine the theories and models of teacher burnout in the local situation, but also compare the local cases with other countries and regions to promote the cross-cultural communication of teacher burnout research.

2.3 Teaching efficiency

2.3.1 Definition of teaching efficiency

Gibson and Dembo (1984) In the study, teaching efficacy means that teachers believe that they have the ability to influence students learning through teaching, while individual effectiveness refers to the fact that teachers evaluate the impact of their personal ability on students learning. Both factors have an important role in predicting teacher behavior, so the effects of these two factors should be fully considered when studying teacher efficacy (Dembo, 1984). According to Banduras theory, the researchers believe that teachers teaching efficacy consists of two components: teaching self-efficacy and individual teaching efficacy. Different scholars have different definitions of teaching efficacy and different measurement methods (Lathametal., 2006).

Based on the conceptual research of teachers teaching efficiency, this paper is based on the definition of Gibson & Dembo (1984), that teachers teaching efficiency refers to an overall concept containing abstract consciousness and emotional elements, and teachers teaching efficiency contains both conscious and emotional components. Second, teachers on how to promote the school education of a self-awareness, teachers teaching efficacy is not only a consciousness, is also an ideal, finally if the teachers teaching efficacy in specific school education environment, refers to the teacher to their own education process of self assessment, cognition and experience, teachers teaching efficacy reflects his subject, responsibility and creativity, which is in a specific Chinese environment, teachers can help students to study effectively. Teacher efficacy includes two dimensions: teaching self-efficacy and individual teaching efficacy (Gibson & Dembo, 1984).

2.3.2 Measurement of teaching efficacy

In the field of teachers effectiveness, after years of development, a mature theory and scale system has been formed. From the initial scale based on control source theory, such as the scale of teacher teaching efficiency and individual teaching efficacy, to the later scale based on self-efficacy theory, these tools are dedicated to accurately assessing teacher confidence and confidence levels in different teaching tasks (Kaoetal., 2014). Therefore, this paper strategies the self-efficacy of Chinese as a foreign language based on the Gibson and Dembo (1984) scale, following researchers such as Zee and Koomen (2016), Bottianietal. (2019), Cardulloetal. (2021)

Wrayetal. (2022) also use this scale for measurement, including the self-efficacy of teaching and individual teaching efficiency two dimensions (Gibson & Dembo, 1984), not only covers the teachers personal teaching efficiency consciousness and teaching self-efficacy consciousness dimension, but also further refined to classroom management, student participation and teaching practice and other specific teaching tasks. Also, in the teacher self-efficacy scale, the Cronbachs α coefficient reported by Gibson and Dembo (1984) is usually in the range of 0.75 to 0.90, indicating the high internal consistency of the scale. Similar high reliability values were similarly reported by subsequent investigators such as Zee and Koomen (2016) and Wrayetal. (2022), further confirming the reliability of the scale. The development and improvement of this scale reflect the accuracy and applicability of the teacher efficacy measurement tool.

2.4 Separation tendency

2.4.1 Definition of turnover tendency

Separation refers to the labor movement from the organization to the outside, including leaving the occupation and leaving the organization. Separation tendency refers to the mental state of people before the resignation behavior, which is a subjective desire or idea TettandMeyer (1993). The resignation tendency of university teachers is the interaction between individual decision-making and the external environment provided by universities, and the external environment provided by universities is an important trade-off factor for college teachers to make resignation decisions. When individuals think that the external environment provided by schools cannot meet their psychological needs, they often tend to have the tendency to leave (Du, 2019). Based on the definition of TettandMeyer (1993), this paper believes that the resignation tendency is the behavior and willingness of the individual to permanently leave the organization at a certain point in the future. Its formation is a complex process, influenced by the matching degree of individual career development desire, working environment, external factors such as support and resources provided by the school.

2.4.2 Measurement of turnover tendency

The measurement of turnover tendency covers a variety of teaching groups in different contexts, including primary and secondary school teachers, kindergarten teachers, and lower and senior teachers. Therefore, based on the scale of Tett and Meyer (1993), the scale of Tett and Meyer (1993) is widely recognized and verified in the academic circle, and has been confirmed to have high credit validity by many studies. This scale can not only comprehensively assess the resignation tendency of teachers, but also deeply explore the psychological motivation and behavioral intention behind it, making it an ideal tool to measure teachers resignation intention. Secondly, the multi-dimensional construction covered by the scale allows researchers to understand teacher turnover behavior from different levels. These dimensions include personal assessment of career satisfaction, perception of work environment, and expectations of personal career development, which are particularly important for analyzing specific situations for teachers speaking Chinese as a foreign language. In addition, considering the special background of CHC teachers in Yunnan Province, such as diverse international students, the challenges of cross-cultural communication, etc., the structure of the Tett and Meyer (1993) scale is considered flexible enough to accommodate these complex working environments and professional requirements. In this study, the scale was appropriately localized to be closer to the educational and cultural environment of Yunnan Province, China. In order to ensure the reliability of the data and the depth of interpretation, the Likert scale scoring method is adopted, which not only standardizes the data collection and analysis process, but also facilitates the comparison and analysis of the turnover tendency of teachers from different backgrounds. Therefore, based on the resignation scale of Tett and Meyer (1993), the resignation tendency scale is adapted and organized, aiming to provide a more detailed and applicable measurement tool for different groups of teachers, so as to more accurately understand the turnover tendency of teachers.

2.5 Discuss the differences of background variables in different variables

Previous studies have focused on examining teacher burnout and self-efficacy through different background variables. For example, a study by Sun Juan (2018) showed that to some extent, female teachers have lower burnout than male teachers. Although female teachers have deeper experiences of emotional exhaustion than men, male teachers have more severe experiences of de-socialization and lack of personal accomplishment, while there is no significant difference in the overall experience of job exhaustion, thus pointing out that the problem of burnout among male teachers is more prominent. Further, the association between age factors and burnout is also highlighted, such as the study of Adeli and Mbutitia (2020) found that younger teachers were more likely to experience burnout than older teachers.

In terms of exploring the factors affecting the teaching efficiency, the study of Ke Hang and Sheng Shuangxia (2011) found that age, education, teaching age and overseas teaching experience had a significant impact on the teaching efficiency of part-time teachers in Chinese as a foreign language, while the effect of gender was not significant. Xia Zonglei (2016) studied the interaction between attribution methods, achievement motivation and self-efficacy, and found that teaching environments with different cultural backgrounds have significant differences in teachers personal efficacy. Regarding the resignation tendency of teachers, Cohen (2016) and Cho and Lewis (2012) showed that the teaching environment has a significant influence on teachers resignation tendency, while the influence of their professional background, teaching age and gender on the resignation tendency is less obvious. Together, these studies point to an important insight: the teaching environment and related factors play an important role in teacher burnout, teaching efficacy, and turnover tendency. Therefore, this study proposes the following research hypotheses based on previous studies:

H1: Different gender have significant differences in job burnout, teaching efficiency and turnover tendency.

H1a: There are significant differences in burnout among foreign language teachers.

H1b: Different genders have significant differences in the teaching efficacy of teaching Chinese as a foreign language.

H1c: Different gender have significant differences in the resignation tendency of foreign language teachers.

H2: There are significant differences in job burnout, teaching efficiency and turnover tendency of Chinese as a foreign language.

H2a: There are significant differences in job burnout of foreign Chinese teachers with different degrees.

H2b: There are significant differences in the teaching efficacy of teachers speaking Chinese as a foreign language.

H2c: There are significant differences in the turnover tendency of different academic qualifications in foreign Chinese teachers.

H3: Different titles have significant differences in burnout, teaching efficiency and turnover tendency of Chinese as a foreign language.

H3a: Different professional titles have significant differences in teacher burnout of speaking Chinese as a foreign language.

H3b: Different titles have significant differences in the teaching efficiency of Chinese Chinese as a foreign language.

H3c: Different professional titles have significant differences in the resignation tendency of teachers speaking of Chinese as a foreign language.

H4: Different teaching ages have significant differences in job burnout, teaching efficiency, and turnover tendency of foreign Chinese teachers.

H4a: Different teaching ages have significant differences in the job burnout of foreign Chinese teachers.

H4b: There are significant differences in the teaching efficiency of foreign Chinese teachers with different teaching ages.

H4c: There are significant differences in the resignation tendency of foreign language teachers in different teaching ages.

H5: Different identities have significant differences in burnout, teaching efficiency and turnover tendency of Chinese as a foreign language.

H5a: Different identities have significant differences in the job burnout of foreign Chinese teachers.

H5b: Different identities have significant differences in the teaching efficiency of foreign Chinese teachers.

H5c: Different identities have significant differences in the resignation tendency of foreign Chinese teachers.

2.5.1 Study on the relationship between job burnout and teaching efficacy

Xie Xinchu (2011) of Chinese middle school physical education teachers teaching efficacy and the relationship between job burnout was studied, teaching age, gender, age to the physical education teachers teaching efficacy and job burnout has a significant effect, physical education teachers personal teaching efficacy and personalization, a sense of achievement is significant linear relationship, teaching self-efficacy and emotional exhaustion has significant linear relationship. Skaalvik et al. (2007) shows that many factors affect teachers job burnout, and the teaching efficiency has attracted the attention and recognition of the majority of scholars among the factors affecting teachers job burnout. Teachers teaching efficacy is significantly associated with emotional exhaustion, dehumanization, and low sense of achievement (Aloe, 2014). Liu Xiaoming (2004) investigated primary and secondary school teachers and found that teachers with high-level sense of teaching efficiency have a low sense of job burnout, and the sense of teaching efficiency is an important factor affecting job burnout. Wu Qiongqiong and Zheng Xinjun (2012) conducted a survey on primary and secondary school teachers, and found that the teaching efficiency of primary and secondary school and kindergarten teachers significantly negatively predicted job burnout. Zhang Li (2019) conducted an investigation and research on English teachers in universities in Anhui Province, and job burnout significantly predicted teaching efficiency. To improve teacher burnout, teaching efficiency should be enhanced.

Thus, the hypothesis can be proposed:

H6: Job burnout in speaking Chinese as a foreign language has a significant negative impact on teaching efficacy.

2.5.2 Research on the relationship between teaching efficiency and turnover tendency

Eycken & Houtte (2024) According to the theory of self-efficacy, teachers teaching efficiency not only has a positive impact on their career satisfaction, but also can significantly adjust their turnover tendency. Through the comparative study of Chinese mainland and Japan, Matsuda & Hamada (2024) revealed

that the cultural background has a significant influence on the relationship between teachers teaching efficiency and their turnover tendency, and the teaching efficiency of Chinese preschool teachers has a more significant effect on their turnover tendency.

H7: The teaching efficiency of speaking Chinese as a foreign language teachers has a significant negative impact on the turnover tendency.

2.5.3 Study on the relationship between job burnout and turnover tendency

Russell et al. (2020) believes that occupational burnout is a modern epidemic. Taking the sample of American educators (n=855) as a sample, under the guidance of occupational demand resources theory, they believe that although occupational demand and work resources are positively correlated with occupational investment, occupational demand has a greater impact on work investment. Career needs and career resources are associated with burnout, however, burnout has a mediating effect between job needs and career input, job needs, and the tendency to leave.

H8: Job burnout in teaching Chinese as a foreign language has a significant positive impact on the turnover tendency.

2.5.4 Teaching efficacy plays a mediating role in the relationship between job burnout and turnover tendency

The teaching efficiency has a negative correlation with the job burnout, and the teacher has a negative influence on the resignation intention; the teacher has a negative correlation; the teacher has a positive correlation on the resignation intention.

Teaching efficacy is one of the many factors affecting the resignation intention, but the research on the relationship between the two is still very lacking. Yin Jia (2014) conducted a study on the teaching efficiency and resignation intention of preschool teachers. Taking 202 preschool teachers in Hongshan District of Wuhan city as the survey sample, they concluded that the teaching efficiency of kindergarten teachers was negatively correlated with the resignation tendency. In the 1980s, foreign countries began to study the tendency of teachers to leave jobs, mainly focusing on the social root of resignation tendency and its influencing factors. The research on teacher turnover tendency in China mainly focuses on two aspects, namely, the introduction of western studies on turnover tendency and the measurement of teachers turnover tendency by using questionnaires (e. g., Zhao Yufang, 2003). Specifically, there are few studies on Chinese teachers in foreign language, except Guo Rui (2014) used the questionnaire to investigate, analyze and discuss the resignation tendency of Chinese teachers in foreign language, and put forward some countermeasures.

H9: Teaching efficacy of Chinese as a foreign language plays an intermediary role in the relationship between burnout and turnover tendency.

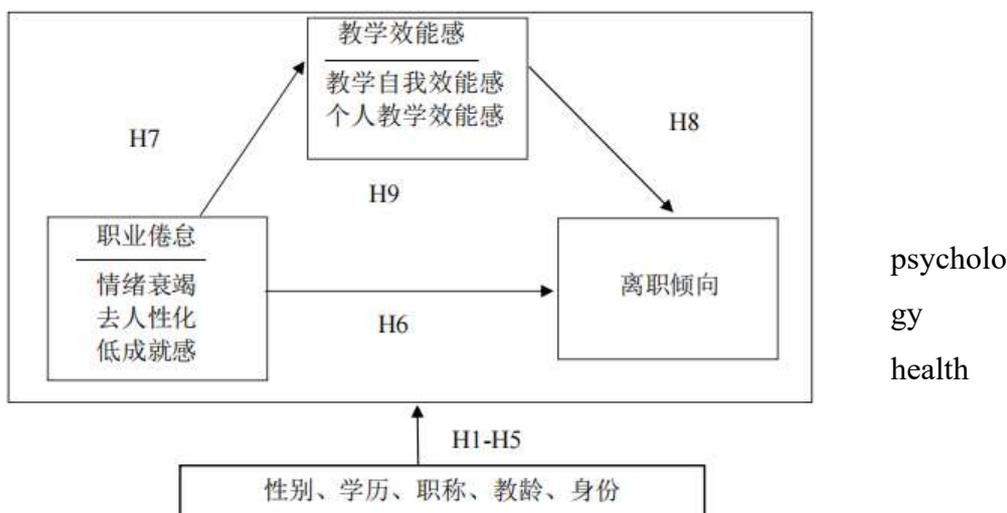
RESEARCH METHODS AND DESIGN

This study aims to explore the relationship between job burnout, teaching efficacy and turnover tendency of foreign Chinese teachers. Through literature discussion and theoretical review, this study will use quantitative and qualitative mixed research methods to conduct research analysis. Therefore, this chapter is divided into seven parts. The first part is the research framework, the quantitative framework and the research process steps through the literature review; the second part is the research hypothesis of the research; the third part determines the research object; the fourth part proposes the research tools; the fifth part is the data analysis method; the sixth section is the pre-test results; and the seventh section is the ethical research.

3.1 Research framework

This paper studies the relationship between burnout, teaching efficacy and turnover tendency of Chinese teachers in foreign languages. By taking the teaching efficiency as the intermediary variable, burnout as the independent variable, and the turnover tendency as the dependent variable, I explore how burnout affects the turnover tendency through the teaching efficiency. The specific model research framework is as follows:

graph 3.1 Quantified Research Framework Map



Source: collation of this study.

3.2 Study hypothesis

Based on the research background, research purpose, research questions and literature discussion, this paper studies the relationship between job burnout, teaching efficacy and turnover tendency. We explore how burnout influences turnover tendency by using teaching efficacy as the intermediary variable, job burnout as the independent variable and turnover tendency as the dependent variable.

H1: Different gender teachers have significant differences in job burnout, teaching efficiency, and turnover tendency.

H1a: There are significant differences in burnout among foreign Chinese teachers.

H1b: Different gender have significant differences in the teaching efficiency of teachers speaking Chinese as a foreign language.

H1c: Different gender have significant differences in the turnover tendency of foreign language teachers.

H2: There are significant differences in job burnout, teaching efficiency and turnover tendency of Chinese as a foreign language.

H2a: There are significant differences in job burnout of foreign Chinese teachers with different degrees.

H2b: There are significant differences in the teaching efficacy of Chinese Chinese as a foreign language.

H2c: There are significant differences in the turnover tendency of different academic qualifications in foreign Chinese teachers.

H3: Different titles have significant differences in burnout, teaching efficiency and turnover tendency of Chinese as a foreign language.

H3a: Different professional titles have significant differences in teacher burnout of speaking Chinese as a foreign language.

H3b: Different titles have significant differences in the teaching efficiency of Chinese Chinese as a foreign language.

H3c: Different professional titles have significant differences in the resignation tendency of teachers speaking to Chinese as a foreign language.

H4: Different teaching ages have significant differences in job burnout, teaching efficiency, and turnover tendency of foreign Chinese teachers.

H4a: There are significant differences in the job burnout of foreign Chinese teachers with different teaching ages.

H4b: Different teaching ages have significant differences in the teaching efficiency of teaching Chinese as a foreign language.

H4c: Different teaching ages have significant differences in the resignation tendency of foreign Chinese teachers.

H5: Different identities have a significant negative impact on teaching efficiency.

H5a: Different identities have significant differences in burnout of Chinese as a foreign language.

H5b: Different identities have significant differences in the teaching efficiency of teachers in Chinese as a foreign language.

H5c: Different identities have significant differences in the turnover tendency of Chinese teachers in foreign languages.

H6: Job burnout has a significant positive effect on the turnover tendency.

H7: The teaching efficiency of speaking Chinese as a foreign language teachers has a significant negative impact on the turnover tendency.

H8: Job burnout has a significant positive effect on the turnover tendency.

H9: Teaching efficacy of Chinese as a foreign language plays an intermediary role in the relationship between burnout and turnover tendency.

3.3 Study subjects

In this study, a questionnaire survey was conducted on 850 Chinese teachers from many international students in Yunnan Province, China. As an important hub of multi-cultural exchange, Yunnan Province has a large number of international students, and Chinese teachers face unique educational challenges and cultural pressures under this background. Considering that the region receives international students from different cultural backgrounds, teachers face diverse challenges and pressures in daily teaching, which makes them ideal for studying the relationship between job burnout and turnover tendency of foreign Chinese teachers (Wen Aihua, 2023; Zhou Yuping, 2022; Gao Long, 2021). Therefore, this area was selected for research, not only because of its geographical and cultural particularity, but also because of its importance in the field of educating Chinese as a foreign language. Quantitative studies assessed burnout, teaching efficacy and turnover tendency of teachers, data were collected using questionnaires and analyzed by statistical methods such as confirmatory factor analysis and structural equation model. The questionnaire was designed to consider different background factors of teachers, including gender, education, title, teaching age and identity categories, to ensure broad representativeness and in-depth analysis of the findings. In order to achieve the purpose of the study, a total of 850 Chinese teachers were selected from many Chinese students as subjects and collected valid questionnaires. Among them, the subjects are divided into gender, male, female, junior college, bachelors, masters, professional assistant, lecturer, associate professor, professor, teaching age is 1-3 years, 3-5 years, 5-7 years, 7 years or more, the status of university teacher, public teacher, volunteer of Chinese as a foreign language, and free teacher.

3.4 Study Methods

This study uses a mixed research approach to deeply explore the complex relationships between burnout, teaching efficacy and turnover tendency among foreign language teachers through a comprehensive analysis of quantitative and qualitative data. First, the questionnaire was distributed and collected, the questionnaire was quantified, and second, semi-structured interviews were conducted according to obtain deeper interpretation and understanding.

3.5 Research Tools

3.5.1 Burnout Scale

The burnout scale in this study selected the MBI-GS Chinese scale revised by scholar Li Chaoping and Shi Kan (2003), and revised some predictions. The scale has three dimensions, corresponding to three subscales, including 15 items: emotional exhaustion (5 items), dehumanization (5 items) and low achievement (6 items). Overall, the α lpha is given as follows. 87, showing good internal consistency and $\chi^2=77.41$, CFI = 0.98, GFI=0.98, RMSEA of 0.03 and factor load above 0.7, indicating reliability and validity of the scale. In the scales of emotional exhaustion and humanization, high scores indicate increased experience, that is, the greater severity of job burnout level; low scores, and low scores indicate the severity of job burnout.

3.5.2 Teaching efficacy scale

On the basis of maintaining the two structural dimensions of teaching self-efficacy and individual teaching efficacy, the scale was revised and deleted to form a subscale of 22 questions. The questionnaire adopts

6-point scoring method, in the individual teaching efficacy dimension, 2,3,6,9,11 in the teaching self-efficacy dimension, 4,5,6,7 in the reverse, from "completely disagree" to "fully agree" 1-6 points, each dimension is scored as the average score of all the questions in the dimension, the higher the score on the scale, the higher the efficacy.

3.5.3 Separation propensity Scale

The resignation intention scale of Tett and Meyer (1993) is widely recognized and verified in the academic circle, and has been confirmed to have high credit validity by many studies. In this study, based on the reference Tett and Meyer (1993), the turnover tendency scale was adapted, which contains 4 items, using the Likert five scale for scoring, the third question is reverse score, and the others are positive score. The resignation intention score is. The higher the score, the stronger, the stronger the turnover intention.

3.5.4 Interview outline

Interview content of the design mainly depends on the three dimensions involved in the quantitative research, namely burnout, teaching efficacy and turnover tendency, from teachers to the school, school to teachers support two levels, and then refined for descriptive problems, exploratory and explanatory problems, both interest and feasibility, operability. Follow the principle of semi-structured in-depth interview, combining the object of the subjectivity and professional particularity, for the questionnaire survey to subjective cognition to design open questions, give respondents certain freedom, to discuss the research topic, according to the research purpose, literature review and research problems, and the instructor to discuss the revised interview outline, also need to design interview consent before the interview.

DATA ANALYSIS RESULTS

4.1 Analysis of the study samples

Background of this study include gender (male, female), degree (college, undergraduate, master, doctor) title (assistant, lecturer, associate professor, professor), teaching age (1-3 years, 3-5 years, 5-7 years, 7 years or more years), and identity category (college teachers, public teachers, volunteers of Chinese as a foreign language, free identity teachers). In the valid sample (N=801), male teachers were 38.9%, 312, and female teachers were 61%, 489. In terms of academic qualifications, the college teachers account for 7.74%, 62, 28%, 224, 55.6%, 445, 8.73%, 70. From the perspective of teaching age distribution, teachers account for 27.8%, 1-3 years for 223, 38.8%, 3-5 years for 311; 5-7 years for 24.1%, 193; 7 years or more for 9.23%, 74. In terms of title distribution, teaching assistants are 35.5%, 284, lecturers 38.3%, 307; associate professors 22%, 176; professors 4.24%, 34. In terms of teacher status, college teachers have the largest number, accounting for 70.66%, 566; public teachers, 4.9%, 40; 14.11%, and 113 volunteers; 10.23%, 82.

4.2 Descriptive statistical analysis of the samples

4.2.1 Descriptive statistical analysis of job burnout

In this study, descriptive statistics were made on the burnout scale of foreign Chinese teachers in Yunnan province by mean and standard deviation. The higher score indicates the higher degree of burnout, and the lower degree of burnout. In addition, the burnout scale uses Likert (Likert), with a theoretical median of 3 points. Therefore, the items of burnout among foreign Chinese teachers were 2.993 points with standard deviation (SD). 915, the minimum value was 1.20 and the maximum value was 4.7, indicating that burnout was to the upper-middle level.

4.2.2 Descriptive statistical analysis of teaching efficacy

In this study, descriptive statistics of the teaching efficacy of foreign Chinese teachers in Yunnan province were obtained by mean and standard deviation. The teaching effectiveness scale adopts the Likert 5-point scoring method, with a theoretical median value of 3 points. Therefore, the teaching efficiency items of foreign Chinese teachers were divided into 3.092 points, and the standard deviation (SD) was .9, the minimum value is 1.57, and the maximum value is 4.611, indicating that the teaching efficiency of the teachers of Chinese as a foreign language belongs to the middle and upper level component

4.2.3 Descriptive statistical analysis of turnover tendency

In this study, descriptive statistics were made on the turnover tendency of Chinese teachers in Yunnan Province as determined by mean and standard deviation. The higher the score, the higher the turnover

tendency of teachers, and the lower the versa. The Likert5 point scoring method was used with a theoretical median score of 3. Therefore, the items of the subject teachers were divided 3.107 points, which just reached the theoretical median value, and the standard deviation (SD) was. 881, the minimum value is 1.013 and the maximum value is 5, indicating that the resignation tendency of Chinese teachers in Yunnan province belongs to the middle and upper level.

4.3 Project analysis

4.3.1 Burnout

The harmony degree of the occupational burnout structure surface also meets the criteria of Hair et al. (2019) with χ^2 value less than 5, df less than 5, GFI greater than 0.80, and RMSEA less than 0.1. According to the results, the factor load ranged from 0.66 to 0.79. Therefore, in order to consider the model simplification and violate the principle of independent residual, delete the load of factor (FL) below 0.5 (Hair et al., 2010), so occupational burnout scale all factors load above 0.5 standard, the residual are positive and significant, no violation of the estimation of occupational burnout scale CFA adaptation is in the acceptable range.

4.3.2. Teaching efficiency

This scale has 24 questions, which are divided into teaching self-efficacy and individual teaching efficacy. The first-order confirmatory factor analysis is used to analyze the questions of the teaching efficacy structure surface to ensure the internal validity of the structure surface. First, questions with factor load (FL) below 0.5 were removed (Hair et al., 2010) were removed, and a first order CFA was used to test the internal validity of each question until the threshold recommended by the statistician was reached (Hair et al., 2019).

4.3.3 Separation tendency

There are 4 questions in this scale, and the first-order confirmatory factor analysis is used to analyze the questions of the turnover tendency structure surface to ensure the internal validity of the structure surface. First, questions with factor load (FL) below 0.5 were removed (Hair et al., 2010) were removed, and a first order CFA was used to test the internal validity of each question until the threshold recommended by the statistician was reached (Hair et al., 2019). In addition, the degree of correlation of turnover tendency surface also meets the criteria of Hair et al. (2019) that χ^2 value is less than 5, df is less than 5, GFI is greater than 0.80, and RMSEA is less than 0.1. Meanwhile, as shown in Figure 4.4, the factor load ranges from 0.68 to 0.78. Therefore, in order to consider the model simplification and violate the independent residual principle, delete the factor load (FL) below 0.5 (Hair et al., 2010), so the turnover tendency scale factor load above 0.5, the residuals are positive and significant, no violation of the estimated, the CFA adaptation of turnover tendency scale are in the acceptable range, therefore, retain 4 in this study.

4.4 Credit and validity verification of the positive test scale for difference analysis

4.4.1 Common method deviation

When using an online questionnaire, to limit CMV (Tehseen et al., 2017), the study used Harman's univariate test to test the CMV of study variables (Podsakoff et al., 2003), analyzed six factors, and then examined the results of the non-rotating factor analysis. The first factor showed an explanatory power of 38.776% (standard 50%), indicating that the CMV of the variable in this study was not severe (Podsakoff et al., 2003).

4.4.2, reliability and validity analysis

The Cronbachs Alpha value of the burnout scale was 0.914, the Cronbachs Alpha value of the teaching efficacy scale was 0.958, and the Cronbachs Alpha value of the turnover tendency scale was 0.816, all indicating good reliability of these scales.

4.4.3 Overall fit analysis of the study model

The RMSEA of this study was the following one. 019; AGFI shall be greater than. 800 (Abadie et al., 2015), the AGFI of this study was. 942, both show that the present study model has a statistically acceptable level of fit. Abadie et al. (2015) suggested that NFI, NNFI, CFI, IFI, and RFI values should be greater than. 800, in this study, NFI = 0.953, NNFI = 0.988, CFI = 0.989, IFI = 0.989, RFI = 0.950, all met the statistical criteria. Hair et al. (2010) suggested that the values of PNFI and PGFI should be greater than 0.500. In this study, PNFI = 0.896 and PGFI=0.844, which met the criteria recommended by statistician and had good model fit.

4.5 Difference analysis

4.5.1 Differential analysis of different genders in each study structure

Independent sample t-test was used to analyze the differences in job burnout, teaching efficacy and turnover tendency among different gender Chinese language teachers, and there were significant differences in job burnout ($t = -2.145$, $p = .0032$), and girls were significantly higher than boys; the teaching efficacy was significantly different ($t = -4.241$, $p = .001$), and significantly higher in females than in boys; with significant differences in turnover tendency ($t = -3.399$, $p = .001$), and was significantly higher in women than in boys. In conclusion, there are significant differences in job burnout, teaching efficacy and turnover tendency among foreign Chinese teachers according to gender.

4.5.2 Analysis of the differences of different academic qualifications in each research structure

There were significant differences in job burnout between different degrees, and they found the strongest ($M = 3.478$, $SD = 0.764$); job burnout with doctoral degree was higher than those with other degrees. The post-hoc comparison results show that it may reflect that when teaching doctoral Chinese teachers, teachers with doctoral degrees have the highest perception of burnout, significantly higher than those with other academic levels. This suggests that PhD Chinese teachers may feel greater career pressure due to higher career expectations and more complex job responsibilities. Therefore, there are significant differences between foreign Chinese teachers according to their different academic qualifications.

4.5.3 Difference analysis of different titles in different studies

There are significant differences in the resignation tendency of Chinese teachers with different professional titles. After post-hoc comparison, it is found that the resignation tendency of lecturers ($M = 3.652$, $SD = 0.883$) is higher than that of other Chinese teachers with professional titles. This result may reflect that although instructor title teachers have higher performance in terms of turnover tendency, they may be more inclined to consider career changes due to career development limitations or attraction of other career choices. Therefore, teachers speaking Chinese will differ significantly according to different professional titles.

4.5.4 Difference analysis of different teaching ages in different research structures

There are significant differences in the resignation tendency of Chinese teachers in different teaching ages. After post-study comparison, it is found that the resignation tendency of Chinese teachers in 1-3 years ($M = 3.746$, $SD = 0.913$) is higher than that of other Chinese teachers. This finding suggests that newer teachers may be more inclined to consider leaving their current position because of early career adaptability issues, feelings of uncertainty about career development, or other more attractive career options. Therefore, Chinese teachers in a foreign language will differ significantly according to their teaching age.

4.6 Study model pathway analysis and hypothesis testing

In this study, we explore the correlation between job burnout, teaching efficacy and turnover tendency of foreign Chinese teachers in Yunnan Province, and test whether the research hypothesis proposed by the research model is valid by performing path analysis through question deletion and model modification. As shown in Table 4.20, the model verification results show that job burnout among foreign Chinese teachers in Yunnan Province has a negative impact on teaching efficacy ($\beta = -.388^{***}$), Suppose that H6 is true; the teaching efficacy has a negative effect on the turnover tendency ($\beta = -.21^{**}$), Suppose H7 is true; job burnout has a positive effect on turnover tendency ($\beta = .531^{***}$), assuming that H8 holds.

4.7 Indirect effect analysis

In this study, AMOS analyzed the Bootstrap of SEM to calculate the trust interval of indirect effects. In terms of indirect effect, the mediation effect test results of teaching efficacy are shown in Table 4.21. The indirect effect of burnout burnout is 0.091, and $p = 0.002$, 95% confidence interval is between 0.028 and 0.121, excluding "0". Therefore, the mediation effect of teaching efficacy is established.

4.8 Hypothesis Verification Results

According to the statistical analysis of the data of this study, the following research conclusions can be summarized according to the hypothesis of this study, and all the hypotheses are valid.

CONCLUSIONS AND SUGGESTIONS

5.1 Study conclusion

The results showed that female teachers were significantly higher than men in burnout and turnover tendency, while teaching efficacy was more significant among women. Teachers with different qualifications and professional titles differ significantly in these variables, especially PhD teachers have the highest perception of burnout, which may reflect higher career expectations and more complex job responsibilities. Furthermore, quantitative findings suggest that teaching efficacy plays a key mediating role between burnout and turnover disposition. Specifically, job burnout in Yunnan province affects the turnover tendency of foreign Chinese teachers, while teaching efficacy reduces the turnover tendency by reducing the negative impact of job burnout. The quantitative research results reveal several key findings: First, the motivation of Chinese college students in physical education courses are significantly different according to gender, and their mental health level will not be significantly different according to gender. Second, there will be no significant difference among Chinese college students according to different grades, and their motivation of physical education course selection and mental health level will be significantly different due to different grades. Thirdly, the motivation improves the cognition, emotion and behavioral input of the students, the cognition, emotion and behavioral input improves the mental health level, it plays a significant mediating role between the motivation and mental health. This indicates that students mental health level can be effectively promoted by improving their motivation and curriculum input.

The qualitative analysis results of this study connect the bridge between theory and practice, especially the importance of how to reduce burnout and reduce turnover tendency by enhancing teachers teaching efficacy. This finding provides a practical reference for education policy makers and school management to promote the support and professional development of teachers in Chinese as a foreign language in Yunnan Province, and further enhance teachers career satisfaction and reduce their turnover tendency

5.2 Study recommendations

5.2.1 Worthused for alleviating the job burnout of Chinese as a foreign language teachers

Teachers job burnout can be alleviated by strengthening their sense of professional achievement. The cultural differences and language teaching pressures of Chinese teachers as a foreign language often lead to lack of sense of achievement. Educational administrators and schools can enhance teachers professional achievement and reduce burnout by holding regular commendation conferences to publicly praise teachers for their teaching and research achievements.

Schools should provide rich professional development opportunities, including seminars, refresher courses and academic conferences, which are effective ways to improve teacher career satisfaction.

We can optimize the working environment of foreign Chinese teachers and reduce the teaching pressure. Teaching and research pressure is the main source of burnout for Chinese as a foreign language.

It can further enhance the communication and support between teachers and students of Chinese Chinese as a foreign language and colleagues. Improving social interaction is a key factor to alleviate the trend of personalization teachers as a foreign language. It is suggested that schools create more teamwork and social activities, such as teacher dinners and group building activities, which can enhance the communication and understanding between teachers, students and colleagues, and improve interpersonal relationships.

5.2.2 Strategies to improve the teaching efficiency of Speaking Chinese as a foreign language teachers

It is suggested that education administrators regularly organize teachers to participate in various teaching methods seminars, language education training and international teaching conferences, not only to update teachers teaching methods, but also to improve their ability to deal with cross-cultural teaching challenges. Continuous professional development helps teachers to show higher adaptability and problem-solving ability when trying to face students from different cultural backgrounds, thus enhancing their teaching efficiency.

The management should encourage foreign Chinese teachers to play a leading role in curriculum design and selection of teaching methods, so that they can flexibly adjust their teaching strategies according to their professional judgment and students needs. This autonomy of teachers can not only improve their career satisfaction, but also enhance their confidence in the effectiveness of teaching.

Teaching emotion management and self-regulation skills through lectures and workshops can help teachers in a foreign language to maintain a positive attitude and efficient teaching performance in the face of cross-cultural teaching challenges.

5.2.3 Reduce the turnover tendency of Chinese as a foreign language

It is suggested that educational institutions should design clear career promotion paths for Chinese as a foreign language teachers, publicize the promotion standards, and regularly hold career development seminars and training sessions to enhance teachers confidence and motivation for future career development. In addition, it is also very important to strengthen the teaching resources and management support of the "Chinese language as a foreign language" education industry. Because sufficient teaching resources and effective management support are the key factors for the professional satisfaction of foreign Chinese teachers. It is suggested that educational institutions should provide more modern teaching techniques and rich teaching materials, and optimize the management process to ensure that teachers of Chinese as a foreign language can obtain necessary teaching support.

The university should encourage Chinese as a foreign language teachers to participate in the curriculum design of international students, the selection of international teaching methods and the formulation of school policies, so that Chinese as a foreign language teachers can feel more autonomy and teaching confidence in the working environment, so as to enhance their career satisfaction and reduce their turnover tendency. Psychological and counseling and support services are crucial to help Chinese teachers to effectively manage the pressures and challenges in their careers, thus helping Chinese teachers balance their work and life, because the cultural differences and teaching challenges may lead to job burnout and declining quality of life. It is suggested that educational institutions should help foreign Chinese teachers to better balance their work and personal life through flexible working hours, distance teaching options and vacation policies, and reduce the tendency to leave due to excessive work pressure.

5.3 Suggestions for future research

5.4.1 Expand the study scope

Future studies should consider conducting them within a broader geographical area, such as expanding to more provinces and cities, to enhance the universality and external validity of the findings. Furthermore, considering the possible environmental and policy differences of different types of educational institutions, future studies should also cover foreign Chinese teachers in these different contexts in order to more fully understand the factors affecting the turnover tendency of foreign Chinese teachers. This study understands the current situation of job burnout, teaching efficacy and turnover tendency of foreign language teachers through quantitative methods, and makes a qualitative study using grounded theory.

5.4.2 Explore the influence of different cultural differences

Future studies need to explore more systematically how differences in different cultural backgrounds affect the daily teaching and professional attitudes of teachers in a foreign Chinese language. Furthermore, studies should consider the strength of cultural adaptability and individual faculty differences. Research should also understand teachers how to use culture sensitive teaching strategies to enhance their teaching efficacy and career satisfaction, how these factors together on the career stability and reduce the tendency of resignation, including the teacher vocational training, and how these training to help foreign Chinese teachers to better understand and cross-cultural differences.

5.4.3 Explore the multidimensional factors of turnover tendency

Future studies need to explore more comprehensively more variables that influence teacher turnover decision. Including factors such as teachers personal values, professional identity, and major life events, to understand how these factors influence teachers behavior and decision-making process through complex psychological and social mechanisms. Future research should consider how individual values interact with teachers career satisfaction and their tendency to leave employment.

5.4.4 Deepening the research stage

Future studies should consider applying a variety of qualitative studies, such as case studies, in-depth interviews, and focus group discussions. The qualitative research method can help researchers understand the specific teaching challenges and coping strategies of Chinese teachers brought by the cultural diversity of international students with different cultural backgrounds.

REFERENCE

1. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
2. Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-148.
3. Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 307-337). Greenwich, CT: Information Age.
4. Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66, 543-578.
5. Freudenberger, H. J. (1974). Staff burn-out. *Journal of Social Issues*, 30(1), 159-165.
6. Gibson, S., & Dembo, M. (1984). Teacher efficacy: Construct validation. *Journal of Educational Psychology*, 76, 569-582.
7. Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43, 495-513.
8. Hakanen, J.J., Schaufeli, W.B., Ahola, K. (2008). The Job Demands-Resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement. *Work Stress*, 22, 224-241.
9. Halbesleben, J.R.B., Demerouti, E. (2005). The construct validity of an alternative measure of burnout: Investigating the English translation of the Oldenburg Burnout Inventory. *Work Stress*, 19, 208-220.
10. Kain, J., Jex, S. Karasek's (1979) Job Demands-Control Model: A Summary of Current Issues and Recommendations for Future Research. *New Dev. Theor. Concept. Approaches Job Stress 2010*, 8, 237-268.
11. Marchand, A., Durand, P., Haines, V., 3rd; Harvey, S. (2015). The multilevel determinants of workers' mental health: Results from the SALVEO study. *Soc. Psychiatry Psychiatr. Epidemiol.*, 50, 445-459.
12. Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99-113.
13. 李超平、时勤 (2003)。促进知识管理的人力资源管理策略。 *中国农业大学学报 (社会科学版)*, 000(003), 51-55.