

Research on Job Burnout of Chinese College English Teachers in Sichuan Province Based on Field Rules Theory*

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Abstract—This article researched college English teachers' job burnout and analyzed the reasons based on Field Rules Theory of Pierre Bourdieu. The research ways include the questionnaires and interviewing. Results show college English teachers indeed have the job burnout and the reason is that college English teachers are the lowest persons in the University Field who can't have many ways to get the embodied cultural capital, the objective cultural capital and the institutionalized cultural capital to develop themselves and can't cooperate one another because of colleges' different policies for them.

Index Terms—job burnout, Field Rules Theory, capital

I. BRIEF INTRODUCTION ABOUT FIELD RULES THEORY

French sociologist Pierre Bourdieu (1998) put forward Field Rules Theory in his book "Practice and Reflection--Reflective Sociology Guide", which contains three main concepts: field, capital and habitus. Field means a network or a configuration in all kinds of places concerning the objective relationship, which is not only a relationship system but also a contested space. The space is a moulded space and capital is the purpose and means which is contended in the field. Habitus is the force which is used to form the field and it has the subjectivity and it's the product of the historical significance, the openness and the dynamic state. Field shapes habitus and habitus helps the field form a meaningful world, which is endowed the feeling and value and is worthy of contribution.

English teachers' job burnout is a problem which often exists in English teaching and many Chinese scholars have studied it. For example, Tang liling and Zhao yongping (2013) investigated EFL teachers' job burnout of universities of northwest China and found it was influenced by the following factors: the requirement of scientific research, teachers' self-development, workload and the competition of teaching. Feng yan (2017) investigated Chinese young EFL teachers and found job burnout of young EFL teachers was ubiquitous and level of burnout reached a moderate level. Xiong wei (2019) investigated EFL teachers' job burnout in Chinese private higher learning institutions and the results showed the reasons for burnout were the following: the social system, society, organizations, disciplines, teachers and students. He also suggested some solutions for burnout, for example, treating EFL teachers rationally and building good social atmosphere, improving discipline status of college English lessons, increasing the professional training for EFL teachers, raising standard of management of EFL teachers and supporting non-government funded education, etc. Although there are many results of researches for Chinese EFL teachers' job burnout, there are few researches about Chinese EFL teachers' job burnout from perspectives of Field Rules Theory. This article investigated Chinese EFL teachers' job burnout from perspective of Field Rules Theory and tried to find out factors which aroused job burnout.

II. RESEARCH PROCEDURES AND METHODS

A. Purpose of Research

This article mainly investigated if Chinese EFL teachers in Sichuan Province had job burnout and how job burnout existed in the process of teaching.

B. Research Objects

The research objects are fifty Chinese EFL teachers coming from four universities and colleges in Sichuan Province, including Sichuan University of Arts and Sciences, West of China Normal University, Chengdu Normal University and Mianyang Normal University. These fifty EFL teachers filled in fifty investigation questionnaires and there are forty-five valid questionnaires, which were collected via E-mails. Eight EFL teachers among these fifty teachers also attended interviews which lasted for one hour. Among these eight EFL teachers the age of four teachers was over forty years old and the age of two teachers was between thirty-five and forty-five years old and the age of two teachers was under thirty-five years old. These eight EFL teachers were called Teacher A, Teacher B, Teacher C, Teacher D, Teacher

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E, Teacher F, Teacher G and Teacher H.

C. Research Methods

Two research methods are adopted to do the research, including the investigation questionnaires and the interviewing. The investigation questionnaire was ES(Education Section) of MBI (Maslach Burnout Inventory) made by American social psychologist Maslach and Jackson(1981), which contained three sections: investigation for the emotional exhaustion, investigation for depersonalization and investigation for the personal accomplishment. The questionnaire adopted four levels to collect scores: 1. never(one point), 2. seldom (two points), 3. sometimes (three points), 4. often (four points). In the interview eight EFL teachers were interviewed the following questions: 1.What difficulties have you had in your teaching? 2. How do you think about your job prospects?

III. RESULTS OF QUESTIONNAIRES AND ANALYSIS

TABLE ONE
BRIEF INTRODUCTION OF EFL TEACHERS WHO FILLED IN QUESTIONNAIRES

age	males	females	professors	associate professors	lectures	teaching assistants
between 25 years old and 30 years old	5	10	0	0	7	8
between 30 years old and 40 years old	9	8	0	6	9	2
between 40 years old and 50 years old	3	5	1	5	2	0
between 50 years old and 60 years old	1	4	0	3	2	0

TABLE TWO
TABLE OF THE EMOTIONAL EXHAUSTION OF ES(EDUCATION SECTION) OF MBI (MASLACH BURNOUT INVENTORY)

Item (Nine items)	Never (one point)	Seldom (two points)	Sometimes (three points)	Often (four points)
EE(Emotional Exhaustion)	scores	scores	scores	scores
1.I often feel exhausted when I get off work.	15	40	15	20
2.I feel tired when I get up in the morning but I still need to be faced with the job I should do.	10	30	30	40
3.It's a challenge for me to work with people.	5	10	60	60
4.I think work makes me feel exhausted.	7	20	45	42
5.During my work I often feel frustrated.	15	20	45	20
6.I think I work too hard.	8	18	60	32
7.I'm under pressure when I work with people directly.	4	20	54	32
8.I feel I have tried my best.	4	24	60	36
9.I feel my enthusiasm for work has used up.	7	20	30	72

Table Two shows more than half teachers often feel exhausted when they get off work and although they feel tired they still need to finish a new day's work. They often feel frustrated during their work and many teachers feel they work too hard and feel working with people is the challenge. Many teachers think they have tried their best to finish work and their enthusiasm has used up.

TABLE THREE
TABLE OF DEPERSONALIZATION OF ES(EDUCATION SECTION) OF MBI (MASLACH BURNOUT INVENTORY)

Items(Five items)	Never (one point)	Seldom (two points)	Sometimes (three points)	Often (four points)
DP(Depersonalization)	scores	scores	scores	scores
1.I feel I treat some students as if they are inanimate objects.	38	4	15	0
2.Since I do the teaching job, I start to give the others the cold shoulder.	27	36	0	0
3.I'm afraid the teaching job will make me feel numb.	0	40	75	0
4.I don't care about what has happened to some students.	20	10	60	0
5.I feel students will blame me for their problems.	0	20	45	60

Table Three shows few teachers will treat some students as the inanimate objects and few teachers start to give the others the cold shoulder since they begin the teaching career. Many teachers don't care about what has happened to some students and feel the students will blame them for their problems.

TABLE FOUR
TABLE OF PERSONAL ACCOMPLISHMENT ES(EDUCATION SECTION) OF MBI (MASLACH BURNOUT INVENTORY)

Items(Eight items)	Never (one point)	Seldom (two points)	Sometimes (three points)	Often (four points)
PA(Personal Accomplishment)	scores	scores	scores	scores
1.It's easy for me to understand students' feelings about things.	5	10	60	60
2.I always deal with students' problems effectively.	3	40	36	40
3.I feel my teaching job can influence the others actively.	0	40	60	20
4.I often feel energetic.	0	20	90	20
5.It's easy for me to create a relaxing atmosphere when I get along with students.	10	20	60	20
6.I feel happy to work with students.	0	20	93	16
7.I have finished many valuable things during my job.	7	16	84	8
8.I can deal with some emotional problems calmly in my job.	0	8	75	64

Table four shows most of teachers think they are easy to understand students' feelings about things and their teaching can influence the others actively and create a relaxing atmosphere when they get along with students sometimes. They feel energetic during their jobs and feel happy to work with students sometimes. They think they have finished many valuable things during their jobs sometimes and they can deal with some emotional problems calmly in their jobs sometimes. But few teachers think they can deal with students' problems effectively.

IV. RECORDING OF THE INTERVIEWS OF EIGHT EFL TEACHERS ANALYSIS

When asked about their difficulties during their teaching jobs and their job prospects, Teacher A said: "Nowadays college English teaching are not only limited to the classroom teaching and in my college there are many after-school autonomous learning platforms. For example, during my English teaching I will ask students to finish English writing training in English Writing Correcting Network and finish homework in I-Smart autonomous learning platforms then I will check homework in these platforms. Now the Internet is well developed and students have many ways to acquire knowledge, which puts forward higher requirements for teachers. Teachers need to find and understand much knowledge and this has increased the amount of lesson preparation." Teacher B said: "Now I teach students who are majoring in art major. Sometimes I required them to finish English writing training in English Writing Correcting Network. Because these students' English level was quite poor many students didn't finish homework and some students who finished homework did it carelessly. Now college English teaching models are changing and they put emphasis on teachers' guiding and students' training for autonomous studying, which involves teachers' higher requirements for teaching classes. If students' English level is good and students have good ability to study by themselves, teachers will have more freedom to make full use of the teaching materials, otherwise teachers will still adopt the traditional teaching methods to teach, which means teachers will hold the teaching authority in the classrooms and students will listen to the teachers' teaching for the whole class. English teaching reform can't be realized." Teacher C said: "My university adopts English Level-Teaching Method and students are divided into English A Class and English B Class. Students' English level in English A Class is much better than that in English B Class and this term I teach two English A Classes and two English B Classes. And these two kinds of classes are taught by different teaching materials. At the end of the term I want to change the traditional written examination method into the thesis writing examination method and require students in English B Classes to hand in papers but Office of Education Administration in my university doesn't agree with me and I must adopt the unified written examination method. I find EFL teachers' power is quite limited in my university because all EFL teachers should finish the teaching contents in the limited teaching time according to Teaching Schedules and teachers can't choose the teaching materials according to students' actual English level. Although some teachers want to adopt new teaching methods, they don't have enough time and power to do it." Teacher D said: "Rules are expressly stated in my university that every teacher must meet a certain amount of teaching requirement and the scientific research requirement within the fixed time otherwise the salary will be deducted. It's easy for teachers to reach the teaching requirement but it's hard for teachers to reach the scientific research requirement. EFL teachers have English lessons varying from sixteen lessons to eighteen lessons every week. Under such heavy workload young teachers want to have more chances to attend the academic conferences or study further in order to know the latest knowledge of their majors or find out the topics to do the scientific research or get the higher titles. But only the directors of the offices or the deans who have had senior titles are qualified to attend such conferences and young teachers have few chances to have the autonomous self-development or improvement."

Teacher E said: "EFL teachers are hard to teach such students whose majors are media, music, physical education or art because their English levels are quite poor and they can't understand what teachers have taught in the classes. These students have many extracurricular activities to attend and they often ask for leave to attend different activities and only a few students study hard, which leads to the poor passing rate of College English Test-Band Four so EFL teachers' giving and taking can't be equal. How can teachers have full working enthusiasm under such circumstances?" Teacher F said: "Now college English teaching models are changing and EFL teachers' roles are also changing because teachers will become students' helper, mentors and supervisors. But whether such teachers' roles can be played or not will depend on the policies of the colleges and students' actual English levels. In my university the scientific requirements

that teachers should reach are the most important and teachers' teaching is the second important. If teachers can't reach the scientific requirements, their salary will be cut no matter how excellent their teaching is. Teachers have to adopt the traditional teaching methods to teach students with poor English levels, which means teachers dominate the whole classrooms because students can't have the autonomous studying and teachers' roles can't be played fully. Many young teachers are under great pressure because they need to buy houses and support families. Although they like their teaching jobs, they just hope their pay and gain can be proportional so they can have a lot of happiness and working enthusiasm. Teacher G said: "In my university the teaching materials for college English courses are often varied, especially the teaching materials for students of art major are changed frequently, which makes teachers take long time to prepare the lessons. EFL teachers don't have power to choose the teaching materials which are decided by the deans and the directors of the offices and my university has never asked English teachers for advice. Now relationship between teachers and students in universities is less close than before. EFL teachers often teach college English classes with large classes of students from forty to sixty students in order to save teaching resources. In my university the freshmen will have four English classes every week and sophomores will have two English classes every week. Teachers don't have enough time to communicate with students and understand what students have thought. Teachers just teach mechanically and they can't really experience the happiness and excitement for students' change, which also has increased their job burnout." Teacher H said: "Now my university values teachers' degrees, titles and their scientific research much. The dean of Foreign Language College always urges young teachers to pursue the doctorate degree. Last year I applied for a provincial academic project and I could finish the papers only in winter vacations or summer vacations because first I must finish my teaching duty. For most EFL teachers it's not easy for them to ask for sick leave. Although they are ill sometimes they are still adhere to the classes because their English classes are made up of students with different classes and with different non-English majors they are hard to find spare time and empty classrooms to make up missed lessons. In others' eyes we are the respected university teachers with easy jobs and high salary and we really know our real feelings for it."

V. RESULTS OF INVESTIGATION AND SUGGESTION

Pierre Bourdieu (1998) puts forward that in the Field Rules Theory the resource of conflict comes from "Profit" and the relation is not cooperative but competitive and is unconscious and unequal. Habitus is the lasting and underlying behavioral tendencies system and rules of habitus is to be happy to do the things which must be done and which can't be avoided. The essence of habitus is the necessity to obey the rules happily. Habitus shapes power field and habitus in which power operates produces a set of latent rules. College English course belongs to the edge of courses for college curriculum allocation. College English course scheduling system is decided by the deans of colleges and the directors of the offices and EFL teachers don't have decision-making power to choose classes and the teaching materials. Methods to evaluate English teachers' teaching effectiveness are the passing rate of College English Test-Band Four and College English Test-Band Six. Students' English levels are uneven and although teachers spend much time and energy teaching students with poor English levels they can't get good teaching results and students can't have good passing rate of College English Test-Band Four and College English Test-Band Six, which will dampen teachers' teaching enthusiasm. In College Field Space if the individuals own good spatial position, they will own power to allocate resources and this kind of power will reshape system organization in the Field and will protect the spatial position of seniors. In such spatial position for College Field EFL teachers are disadvantaged groups who have a lot of limitations and workload and have few resources and channels to get the promotion, which makes teachers have the negative and listless mood. Teachers will begin to deal with their teaching jobs negatively and will not produce good teaching results and will not get self-development and self-improvement.

In College English Space Field the competitive relation should be changed into the cooperative relation. EFL teachers should build the real intercommunication relation in their teaching and scientific research. Cooperation can reduce teachers' job burnout and increase teachers' happiness and satisfaction and change negative attitude for scientific research and teaching into active attitude for the scientific research and teaching. EFL can adopt the following methods to increase teachers' cooperation, for example, teachers should often discuss teaching one another and share their success, new ideas and problems one another; teachers should attend the formal and informal teachers' meetings and often have teaching observation; teachers should know the feedback of their teaching from colleagues and students and learn to have teaching reflection, which are the effective methods to avoid teachers' job burnout and improve teachers' self-development. Teachers are not forced but willing to fulfil teaching jobs. Teachers' self-development and self-improvement not only need the internal environment in which teachers can not only cooperate and help one another but also need the external environment in which colleges and universities can have good policies to guide and support teachers' teaching. Dick Allwright (2005) believes if only teachers dominate the research for the teaching of classes, it easily brings about teachers' job burnout. Teachers should become researchers and should put much emphasis on the mutual understanding between teachers and students. Teachers and students should create learning opportunities, enrich the studying experience and develop and further the understanding for the classes. It's a concept of liberation for teachers to become the researchers and investigators based on the teaching.

Pierre Bourdieu (1998) puts forward there are three kinds of capitals: the economic capital, the cultural capital and social capital. Cultural capital consists of the embodied cultural capital, the objective cultural capital and the

institutionalized cultural capital. A lot of pressure EFL teachers are faced with comes from writing papers, improving education and conferring academic titles. Field of Conferring Academic Titles consists of three capitals: the inherent capital, the professional capital and the non-professional capital. The inherent capital includes teachers' teaching years of. The professional capital includes the following factors: education backgrounds, annual assessment results, students' passing rates of College English Test-Band Four and College English Test-Band Six and whether they are research team leaders and whether they are backbone teachers, etc. Non-professional capital consists of all kinds of contests, honors and achievements for guiding students, etc. EFL teachers have heavy workload and it's common for them to have English lessons from sixteen to eighteen lessons every week and they have few chances to attend the academic conferences and get further professional training so they are difficult to finish the academic papers assigned by universities. Most of EFL teachers only have master degrees and they are difficult to get doctorates and become research team leaders and backbone teachers. EFL teachers are difficult to get the inherent capital and the professional capital because colleges and universities overemphasize education background, scientific research, quantity of papers and the publication level. And students' passing rates of College English Test-Band Four and College English Test-Band Six not only depend on teachers' teaching but also depend on students' practical English levels. EFL teachers are hard to get non-professional capital because there are fewer chances for students of non-English majors to attend all kinds of contests than students of English majors and EFL teachers are hard to be rewarded from it.

Colleges and universities should reduce deviation of location for the professional and non-professional capital and increase more evaluation models for the professional capital, for example: Teaching Ability Capital and Knowledge Capital, so as to have more channels to increase capital accumulation for EFL teachers who are at the bottom of College Field. Colleges and universities should develop and exploit teachers' different abilities fully and provide the favorable development platforms so as to form healthy competition situation. Professor Wang binghua (1998) introduced eight methods to evaluate teachers: Performance Appraisal Method, Final Elimination Method, Value-Added Evaluation Method, Teaching Portfolio Evaluation Method, Classroom Evaluation Method, Principal Colleague Education Method, Objective Contract Evaluation Method and Self-Evaluation Method. Such methods can increase more evaluation methods and can make EFL teachers develop their potential abilities and realize their self-development. Colleges and universities should provide EFL teachers some in-service education training projects and try to make every teacher attend these projects, which can provide some incentive policies for EFL teachers' scientific research and innovation. Echelon's construction of discipline can be adopted to organize teachers with good ability for the scientific research according to their different research interest and majors. The academic leaders should help the members have career development and change the research results into the teaching resources.

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