

AN INVESTIGATION OF JOB BURNOUT AND
MOTIVATION FACTORS IN CHINA HIGHER
VOCATIONAL COLLEGE

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Factors in China Higher Vocational College

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ABSTRACT

Burnout is a continuous, hostile, work-related state, including mental, emotional, or physical exhaustion. Teacher burnout has been a significant concern of mainstream education in recent years. However, there is little research on it among Chinese higher vocational teachers. Therefore, this study adopts a mixed-method sequential design by (a) determining the characteristics of job burnout and motivation of some Chinese higher vocational teachers, (b) examining the (possible) relationship between their job burnout and teaching motivation, and (c) Investigate the motivational factors that predict teacher burnout to fill this gap. To this end, 151 English teachers from China's Yunnan Province participated in the study. In order to collect data, the Maslach job burnout questionnaire compiled by Maslach and Jackson (1986) and the teaching motivation questionnaire compiled by Gagné (2015) and Tremblay (2009) were used to conduct random sampling surveys. Descriptive statistics show that job burnout of higher vocational teachers is low, and they have autonomy in teaching. Correlation analysis also reveals that the motivation of higher vocational teachers is negatively correlated with job burnout. In addition, multiple regression analysis shows that autonomous forms of motivation can better predict the job burnout of higher vocational teachers. This article provides some enlightenments for decision-makers in the field of higher vocational education to improve the motivation of higher vocational teachers for autonomous learning and reduce their burnout experience

CHAPTER 1

INTRODUCTION

This research focuses on the relationship between work motivation and job burnout among higher vocational educators from China's Yunnan province. It is understanding the impact of motivation on teachers' job burnout and providing information about the correlation between motivation and job burnout. This study investigates the higher vocational educators' work motivation and job burnout to analyze the correlation and regression.

1.1 Background Information

For China, a populous country, the development of higher vocational education is crucial. Vocational education is essential for China to transform the enormous population pressure into human resources advantages. According to research, along with industrialization and urbanization, 100 million to 200 million new labourers have shifted from agricultural to non-agricultural employment (Kong & Fan, 2015). Moreover, the development of vocational education contributes to rural labourers acquiring advanced skills and accelerates the transfer of rural labourers. In addition, vocational education improves the employability and quality of workers and has a significant impact on productivity. With the polarization of employment in the labour market, the reduction of low-tech jobs has exacerbated the unemployment rate. The workforce with advanced skills has a competitive career advantage and has good wages and social welfare conditions. However, according to research findings, Higher vocational teachers in China have been under high pressure for a long time, and their work pressure has not been effectively relieved. resulting in decreased work enthusiasm, slipped

workability, insufficient work awareness, and falling into a state of exhaustion of emotions, attitudes, and behaviours. (Zhao, 2016). In addition, the number of students in higher vocational colleges is increasing rapidly in the short term in China. Because on March 5, 2019, Premier Li Keqiang proposed in the 2019 Government Work Report that higher vocational colleges will expand their enrollment by 1 million students this year and 2 million in 2020 and 2021. However, At present, the ratio of teachers to students in higher vocational colleges is generally low, and the existing scale of teachers cannot fully meet the educational and teaching needs after the enrollment expansion(Zhang, 2019). Therefore, the work pressure of vocational teachers is becoming more and more serious, so they face a high risk of emotional loss, which will cause job burnout(Roohani & Dayeri, 2019).

Burnout will make teachers unable to focus and work continuously and lose their passion for work, which may harm students' learning process (Roohani & Dayeri, 2019). Because, in the education process, teachers are the implementers of education and the disseminators of knowledge and affect the students' values and outlook on life. In addition to imparting necessary work skills to students, higher vocational educators will also affect the formation of students' initial professional ethics. But teachers' job burnout will lead to the decrease of teaching quality, accompanied by teachers' dissatisfaction with work, sense of isolation, physical and mental issues, and even lead teachers to leave the teaching profession(Chan, 2003). The loss of teachers will affect the quality of teaching and generate high financial costs(Caruso, 2019).

Similarly, wang's (2007) research on teacher burnout and its development explains the influence of job burnout on teachers in more detail. The first point is that job burnout leads to the decrease of teaching effect, mainly caused by teachers' physical and mental exhaustion. Physical and psychological fatigue makes teachers lose the methods to cope with teaching, which inevitably leads to decreasing teachers' sensitivity to the problems in teaching and learning, such as teaching problems, student problems, and other emergencies. Even make teachers Ignore some of the critical events that inspire instructional wisdom. The second point Job burnout leads to the depersonalization of teachers and indifference to their colleagues, which will alienate the relationship between teachers. Due to the

alienation of interpersonal relationships and the decrease of mutual trust. So that teachers have a sense of isolation.

The Third point, the job burnout of teachers, leads to the decline of teachers' self-efficacy, which means that individuals feel their ability is reduced and their cooperation with others is reduced. In this situation, teachers tend to underestimate their abilities, which is a sign of low self-confidence and reduces the sense of achievement in cooperating with others; this is because of depersonalizing, which leads to a lower sense of accomplishment. So that teachers are not satisfied with their work. The Fourth point, the severe consequences of burnout can cause teachers to suffer from physical or mental illness, but education is a patient and challenging occupation. If a person suffers from a physical or mental (psychological) disease, it will undoubtedly affect the development of the work. A Psychological illness can preclude a teacher from teaching. If a teacher has a severe mental illness, he may take out his anger on the students, punish them, beat and scold them, or even insult them and cause serious harm to them. In addition, teaching is a noble profession. Through their professional skills, personality charm, and life wisdom, teachers affect the intelligence and talent of learners and will affect the personality of learners. If teachers are too stressed or exhausted, it will have a destructive impact on teachers and students and hinder the development of society to a certain extent(Azeem & Nazir, 2008).

Motivation is a method by which an organization makes employees willing to put in a high level of effort at work via meeting their individual needs(Robbins & Judge, 2013). In terms of employees, unsatisfied needs create tension drives employees to take the specialized act to fulfil this desire. Employees will relieve this tension once the requirements are met. Therefore, motivation is going energy. In practice, the organization anchors the individual needs to organizational goals; when employees exert a high level of effort toward an organizational plan, corresponding to it, the organisation will fulfil individual needs. It is worth noting that the level of effort is an intensity index. However, it's not that the higher the intensity of action, the better the organization and the step must be toward the organizational goal. Motivation can be divided into are autonomous or controlled and is determined by different dimensions. Autonomous motivation can be measured by identified, integrated, and intrinsic regulation. Controlled motivation

is measured by External regulation and Introjected regulation.

In the past research on the relationship between motivation and job burnout, it was found that motivation has a specific predictive effect on job burnout. In 1984, a study tried to find the influence of motivation on job burnout and verified the correlation between job burnout and motivation (Anderson & Iwanicki, 1984). Later, in the study of different occupations, it is also believed that the two independent subjects of motivation and job burnout may be related. Moreover, previous studies have shown that job burnout can cause immeasurable losses to teachers, students, and society. However, teacher burnout is inevitable, but the degree is different. If factors can predict the teacher's job burnout, it can effectively prevent and alleviate it. Therefore, it is significant to study the relationship between teacher burnout and motivation.

1.2 Problem statement

Teachers are one of the most prone to job burnout because their job is to assist others in achieving their goals, which leads to teachers being too obsessed with the ideals of life. Still, there is often a gap between reality and ideals, resulting in their emotional loss (Lu, 2013). In addition, higher vocational teachers are also facing professional development pressure, such as how to keep pace with the times, improve teaching and scientific research, and enable students to acquire knowledge and skills. However, the professional development pressure that cannot be effectively released for a long time will reduce higher vocational teachers' enthusiasm, creativity, and sense of self-identity. In this way, teachers will feel physically and mentally exhausted and exhausted, leading to job burnout. Research shows that China's higher vocational teachers face varying degrees of job burnout (Huang, 2013). A study on job burnout based on higher vocational teachers in Hunan Province shows that higher vocational teachers in Hunan Province have job burnout, but the situation is not serious (Hu & Shi, 2019). However, another survey in China's border areas shows higher vocational teachers in poverty-stricken areas suffer more serious job burnout. For example, in Zhaotong City, which has a population of 6.2 million, there is only one higher

vocational college, and due to the lack of school facilities and teacher capacity, many problems will be faced in teaching, which will lead to teacher burnout(Zhu & Zhang, 2020). However, there are very few studies on the effects of job burnout in higher vocational teachers in China. On the other hand, compared with foreign countries, Chinese scholars mostly use qualitative research or empirical research methods when studying the relationship between motivation and job burnout. They lack the quantification of the relationship between the two and have established a statistical relationship.

In summary, the relationship between motivation and job burnout is not clear enough, or the impact of teacher motivation on job burnout in different regions is not clear enough. Therefore, managers lack pertinence when formulating motivation measures, which leads to teachers' job burnouts that cannot be alleviated, thus causing harm to teaching work and students.

1.3 Significance of research

This research aims to discover the relationship between motivation and job burnout from the perspective of organizational behaviour and to test the importance of autonomous motivation and controlled motivation in job burnout. Especially for the higher vocational teachers in the Yunnan area, this research tries to predict job burnout with different types of motivation to help school administrators formulate motivation measures to alleviate job burnout.

In order to prevent teacher burnout, organizational factors play a vital role. However, in the study of job burnout, motivation has not received much attention. Motivation may play a potential role in the process of job burnout(Christina Maslach et al., 2001). Because if teachers lack the motivation to work, they will face enormous work pressure, poor self-efficacy, inhibited autonomy, and insufficient professional structure(Dörnyei & Ushioda, 2013). By motivating to meet the individual's psychological needs, work efficiency can be improved. Therefore, finding the relationship between motivation and job burnout is significant. Because motivation can meet the psychological needs of higher vocational teachers, thereby reducing their work pressure and alleviating job

burnout, and at the same time, their work performance will be improved.

On the other hand, research on motivation and job burnout can inspire school administrators' organizational behaviour. And participants can understand their motivation and job burnout profile. In addition, the information provided in this article can explain to a certain extent how the motivation of higher vocational teachers affects their job burnout experience and under what circumstances motivation can help reduce the harmful consequences caused by job burnout.

In general, the significance of this research is to find the influence of motivation on job burnout in the target group, which will help managers obtain methods to alleviate the job burnout of higher vocational teachers.

1.4 Research question and objective

The purpose of this study is to investigate the higher vocational education teachers in Yunnan to obtain data, find out the success factors that can affect the burnout of higher vocational teachers, and provide suggestions for the prevention of job burnout. This study is not intended to provide a model that can be mechanically applied to any situation but to provide a reference for teachers to design situation-sensitive strategies to deal with burnout. Thence, this study has the following objectives:

1. Determine whether the correlation between motivation and job burnout of vocational teachers in Yunnan is meaningful.
2. Determine the motivation and burnout status of higher vocational teachers in Yunnan

Therefore, this study first explores the characteristics and motivations of job burnout of vocational education teachers in China. Secondly, study whether there is a clear correlation between the vocational education teacher's motivation and job burnout. Thirdly, the research can significantly predict the motivational factors of teachers' job burnout. wherefore, the following study issues are proposed:

1. What are the motivations of teachers in higher vocational colleges in Yunnan?

2. 1. What is the burnout of teachers in higher vocational colleges in Yunnan?

3. What is the relationship between the motivation and burnout of vocational teachers in Yunnan?

4. Do the motivational factors of Yunnan vocational education teachers have a significant predictive effect on their job burnout dimensions

CHAPTER 2

LITERATURE REVIEW

In this chapter, we first discuss the meaning of motivation. According to previous research, motivation is a kind of internal driving force, which can make individuals produce behaviors, this is one of the cores of the drive. In addition, previous studies have found that the managers of an organization can motivate individuals by satisfying their needs, prompting them to make high-level efforts at work. Therefore, scholars in various fields are working hard to find the factors that affect motivation, and thus a variety of motivation theories have been formed. Meanwhile, to study the teacher's motivation, we should choose a research theory that matches it. The SDT theory just meets the requirements and is widely used in research in related fields. Therefore, this research adopts SDT theory as one of the theoretical foundations of the investigation. Secondly, we discussed the definition and characteristics of job burnout and made it specific to the profession of teachers. In addition, the measurement tool of job burnout is also essential in this research, so we have discussed this aspect. Finally, relevant research support is necessary when studying the relationship between job burnout and motivation. Therefore, this study also made a proper explanation in this regard. Combining the above theoretical support has formed the conceptual framework of this research.

2.1 Motivation

The modern view is that motivation is a series of reciprocal behaviours an organisation takes around personal goals (Kanfer et al., 2017). In other words, the organization makes individuals willing to make high-level efforts to achieve organizational goals by satisfying particular needs of individuals. It is worth noting that effort, organizational goals, and needs are the key factors in the organizational motivation process. In the motivation process, effort is used to indicate intensity. Organizations need to focus on the power of the effort and consider the quality of the effort, whether the individual is working toward the organization's goals.

On the other hand, unsatisfied needs will bring tension to the individual, generating internal drive and driving the individual to find a goal that meets the requirements (Robbins & Judge, 2013). Therefore, motivated employees are in a state of tension—the greater the intensity of stress, the greater the intensity of effort. If the effort successfully meets the needs, the stress will be lessened. Establishing an effective motivation mechanism can enable the organization to achieve its goals and meet the needs of individuals. First, the motivation mechanism allows individuals to achieve self-transcendence and complete work beyond the standard. Second, the motivation mechanism can achieve the expected goals by stimulating personal motivation, tapping people's potential, and improving behavioural efficiency. Third, the role of incentives can be reflected by the differences in individual behaviours and results before and after incentives, including differences in human mental state, human potential, and frequency of effective behaviours (Yang, 2007).

As Robbins pointed out, motivation results from the interaction between the individual and the environment, it is not a personal characteristic (Robbins & Judge, 2013). Similarly, work and organizational psychology believe that motivation is related to the internal and external energy of the individual, and the beginning, direction, intensity, and duration of individual behaviour are affected by this (Pinder, 2021). Therefore, the motivation of the individual can be changed by the environment. In other words, managers increase the motivation of individuals following the organisation's requirements to achieve organizational

goals better. However, there are individual differences in the motivation of each, and it is also related to the period that the individual is in.

In long-term research, psychologists, management scientists, and behaviourists are all trying to find out the factors that affect individual motivation, which has led to the formation of a variety of motivational theories. In the 1950s, three motivational theories appeared: the hierarchy of needs theory, theory X and theory Y, and motivation-healthcare theory. These three theories are the basis of contemporary motivational theories, and in reality, managers often use these theories to deal with and explain employee motivation issues (Robbins & Judge, 2013). The most influential one is Abraham Maslow's hierarchy of needs theory. In the hierarchy of needs theory, Maslow explains what makes different needs or motives appear and become the driving force of action (Maslow, 1943). Maslow believes that people have five levels of needs (physical needs, safety needs, social needs, respect needs, and self-actualization needs). Maslow believes that people have five levels of needs (physical needs, safety needs, social needs, respect needs, and self-realization needs). The five needs are arranged from low to high and cover the needs of the most basic survival necessities (water, Food) to the highest self-actualization needs. In addition, Maslow also believes that individuals will seek higher-level needs only after they have met lower-level needs, so those needs met will not have a motivating effect. Contemporary incentive theories have supplemented and updated the early incentive theories, and these theories have solid supporting materials. For example, the ERG theory proposed by Clayton Alderfer is a reorganization of the hierarchy of needs theory. Alderfer turns the five needs into three needs (existence, relatedness, growth) and proves that multiple needs exist simultaneously. Meanwhile, If the individual's high-level needs are not met, then the desire to meet the low-level needs is More intense; this is more in line with the evidence.

The above studies and viewpoints all show that motivation changes with the change of the external environment. For example, employers use wage increases to encourage workers to work harder. However, because the needs of individuals are complex and the needs of different individuals are also different, it

is necessary to do specific research on specific individuals when doing motivational research.

2.1.1 Teacher's Motivation

Sinclair(2008) believes that teacher motivation is the factor that attracts individuals to engage in teaching and continue to engage in education. In addition, these factors must allow individuals to focus on courses and instruction. Dörnyei and Ushioda point out the four characteristics of teacher motivation: 1. Intrinsic motivation is more prominent and closely related to the inherent interest in teaching. 2. The social impact of occupation is connected to external conditions and constraints. 3. The teacher is probably a lifetime occupation. 4. Negative effects caused by teachers' loss of motivation(Dörnyei & Ushioda, 2013). Therefore, combined with the above viewpoints, teacher motivation refers to the internal reasons individuals choose and maintain teaching and the intensity of teachers' willingness to make efforts in teaching.

Teachers' motivation mainly comes from the intrinsic value of teaching (self-assessment), but it can also be affected by other factors (economic benefits, family, and social influences). Teachers bear higher professional pressure and lower motivation(J. Han & Yin, 2016). Especially in China, university teachers are often regarded as a symbol of authority and nobility. Therefore, when they attain a higher social status, they will be more questioned and supervised and thus are more susceptible to the influence of the external environment. On the other hand, in addition to extrinsic motivations, Chinese college teachers are more likely to be driven by high-level intrinsic motivations(Yang, 2007). Compared with the basic external needs, internal needs such as achievement pursuit and self-realization motivation occupy a very prominent position in their needs. Of course, this is not to say that the material needs of college teachers are lower, but that the material needs of teachers often contain more spiritual components, and the material needs directly related to spiritual needs always have stronger desires. The achievement motivation of college teachers is more vital than that of the general group; this is related to the professional characteristics of college teachers. Strong

achievement motivation is the best entry point for college teachers' motivation.

All in all, teacher motivation has similarities with other professions and has the personality of teaching work. Studies have shown that for pre-service teachers, most of the motivation for them to become teachers comes from the individual's inner nature. For in-service teachers, in addition to intrinsic motivation, extrinsic motivation also impacts teachers. Therefore, when researchers study teacher motivation, they need to divide context into two categories: internal and external or macro and micro, for my research object. Teaching motivation is a combination of extrinsic and intrinsic motivation and is even more biased towards intrinsic motivation. In other words, the teacher's motivation is determined mainly by themselves. Teachers who enjoy their work and have fun from work will show their enthusiasm for teaching work. Therefore, when studying issues related to teacher motivation, it is necessary to choose a suitable motivation theory; this is also the main reason why this article chooses self-determination theory as its theoretical basis, which will be introduced in detail in the next section.

2.2 Self-determination Theory

The concept of motivation is crucial for this research. Only when different types of motivation can be accurately and systematically distinguished can the research results be close to the actual situation. According to Ryan & Deci, being motivated means being moved to do something. A person who is not motivated or inspired to act is said to be unmotivated, while a person who is full of energy or is activated to achieve a goal is said to be motivated. The self-determination theory provides a theoretical framework for this study to identify motivation types clearly and accurately (Ryan & Deci, 2000).

Self-determination theory (SDT) is a motivational process theory about human self-determination behaviour proposed by American psychologists Deci Edward L. and Ryan Richard M. in the 1980s. It explains a variety of motivation types and can effectively evaluate individual motivations, especially in the field of education is widely used. It is providing a new direction for motivation research.

SDT proposes that all people try to satisfy three needs: competence, relatedness, and autonomy. Competence refers to the individual's need to control the environment. Relatedness is the need to maintain a sense of belonging with others. Autonomy is our need to freely integrate our experience and understanding of self (Ryan & Deci, 2000). Self-determination theory believes that these three needs are psychological needs from the individual's inner nature. They are inherent to the individual, not acquired. Therefore, self-determination theory is different from the traditional motivational theory that believes that motivation is related to innate physiological needs or acquired needs.

On the other hand, Deci and Ryan pointed out that these three needs are closely related to individual health. If the individual meets only one or two of these needs (not even one of them), that person cannot be in a state of mental health. More seriously, if the individual is hindered in meeting these three needs, then the individual may work harder to meet the needs. However, suppose this effort is consistently hampered. In that case, it may lead to a decline in the individual's willingness to meet needs and even cause bad mental states, such as helplessness and wrong efforts to meet needs (for example, the formation of eating disorders). In addition, SDT also believes that the difference between psychological needs and physical needs is that if the psychological needs are not met, it will lead to the disappearance of motivation.

In contrast, unsatisfied physical needs will prompt the individual to have stronger motivations; this is because when the physical needs are not met. It will bring a sense of physical deficiency such as hunger to the individual; psychological needs are not a kind of deficiency but a need to promote personal growth. Therefore, when individuals' activities to meet their psychological needs are hindered, it will decrease personal growth motivation and even lead to adverse psychological consequences. This view may explain why teachers are more prone to burnout.

2.2.1 Types of Motivation

Through self-determination theory, we know that individuals conduct activities based on independent choice, which expresses the individual's intrinsic motivation and self-regulation behaviour. Similarly, motivation can also come from external sources. Individuals could conduct activities for external reasons and show non-self-regulating external motivational behaviours. Self-determination theory divides motivation into amotivation, intrinsic motivation, and extrinsic motivation, and it is a process of transformation from extrinsic motivation to intrinsic motivation.

Amotivation is essentially a kind of unmotivated behaviour, but it is irregular and unconscious, lacking internal and external motivation, or a form of non-self-determining motivation. When individuals have no sense of results or actions, they experience unmotivated, when they experience powerlessness and despair (Ariani, 2017). In other words, motivation refers to a lack of intentionality (Ryan & Deci, 2020). Therefore, we do not consider amotivation as a measured variable in this study.

Intrinsic motivation (IM) refers to voluntary activities or behaviours carried out for one's wishes and is dependent on the happiness, satisfaction, interest, and enjoyment that arise from participation. Individuals are intrinsically motivated by discovering challenges and improving their ability to learn new things (Ryan & Deci, 2000). Vallerand divides intrinsic motivation into three types: intrinsic motivation to understand (individual participation in activities to learn or discover new things), intrinsic motivation for achievement (individual participation in activities to enjoy the pleasure of achieving goals), and intrinsic motivation to experience Motivation (the best experience individual experiences when participating in an activity) (Vallerand et al., 1992). When teachers have strong intrinsic motivation, their primary interest and attention will be focused on the teaching process itself, which can continuously drive the development of teachers (W. shuai Liu et al., 2019). Specifically, intrinsic motivation is defined

as doing an activity for internal satisfaction rather than for some separable results (Ryan & Deci, 2000). In other words, people's intrinsic motivation is a kind of energy for fun or challenge, not driven by external factors. This kind of inner energy is expressed out of interest, and it satisfies a person's internal psychological needs for ability and autonomy. For example, learning to play the piano is because learning and playing the piano is a kind of enjoyment or fun for you.

On the other hand, the hierarchy of human needs theory points out that human needs will shift from external to internal rewards. This process is called self-realization. Self-actualized people pay more attention to doing things that help them grow and satisfy themselves. Therefore, intrinsic motivation is a desire to achieve self-realization.

Extrinsic motivation (EM) refers to activities engaged in ways to get the result, gain respect or avoid criticism, and not satisfy the activity (Ariani, 2017). M. Ryan and L. Deci (2020) divided extrinsic motivation into four subtypes: external regulation (EXT), introjection regulation (INTRO), identified regulation (IDEN), and integrated regulation (INTEG).

External regulation involves behaviour driven by externally imposed rewards and punishments and is a controlled and involuntary form of motivation. Introjected regulation is the extrinsic motivation of partial internalization. Behaviour can be influenced by some of the internal factors such as the boost to self-esteem from success, the desire to avoid anxiety and shame, and guilt from failure.

Identified regulation, the person consciously identifies with, or personally endorses, the value of an activity and thus experiences a relatively high degree of volition or willingness to act (Ryan & Deci, 2020). Autonomous behaviour is generated by the individual's identification with external things.

Integrated regulation is an external motivation with a higher degree of autonomy that promotes individuals to take actions when their core interests are consistent with the value of activities. Although autonomic extrinsic motivation is somewhat like intrinsic motivation, there are some differences. The main

difference is that autonomic intrinsic motivation is based on the value of the activity, while intrinsic motivation is based on the interest in the activity.

Compared with intrinsic motivation, extrinsic motivation is to pursue the value of work, and intrinsic motivation is simply to enjoy work. In other words, you do this not because you want to do it but because you are looking for some external reward. The reward may be greater self-esteem, recognition of others, or some other basic human need. For example, you play basketball with your friends on Saturday not because you want to play, but because you are afraid of being isolated. On the other hand, in the hierarchy of human needs theory, Maslow believes that human needs meet basic needs such as physiological needs, safety needs, belonging needs, and respect needs. External rewards drive all these basic needs. Therefore, extrinsic motivation is the desire to meet basic needs.

At the same time, intrinsic motivation and extrinsic motivation are a process of gradual internalization in SDT. (Ryan & Deci, 2020). According to the self-determination theory, if external motives are internalized or integrated into a person's sense of self, then behaviours that were once caused by external factors will become behaviours driven by internal motives. There will be an external regulation state when we act to obtain rewards from others or avoid being punished. Introjected regulation is like external regulation, and rewards and punishments still drive people's behaviour. However, introduced regulation includes accidental conditions controlled by individuals. When we start to consider the value of the activity itself, we are in an identified regulation. However, the behaviour at this time is still driven by external factors. The motivation still comes from the outside, but the goal currently is more personal than just punishment or reward. The last kind of extrinsic motivation is integrated regulation. Integration adjustment occurs when the individual thinks that the behavior is functional and combines it into the self. Ryan and Deci (2000) pointed out that integrated regulation is like intrinsic motivation in many ways. However, individuals in integrated adjustment are not driven by intrinsic motivation because they still do not act for the behavior itself.

In addition, individual autonomy is gradually increasing from extrinsic motivation to intrinsic motivation. Deci believes that motivation can be divided

into autonomous motivation and controlled motivation in this process. Autonomous motivation is that people choose to participate in an activity completely voluntarily or according to their own will. Under certain circumstances, activities driven by extrinsic motivation can also be autonomous. On the contrary, when the motivation is controlled, whether to give rewards or empower, external factors will reduce the individual's effort and produce negative benefits for work(Deci et al., 2017).

STD theory provides a theoretical framework and measurement standards that related studies have verified in motivation. Cresswell & Eklund (2005) studied the motivation and job burnout of Top Amateur Rugby Players based on STD theory. Slemp et al. (2020) also analyzes teachers' motivation with STD theory. As a profession similar to teachers, STD theory also studies nurses' motivation and job burnout(E. Wang et al., 2019).

2.3 Job Burnout

In the mid-1970s, two scholars, American psychologist Freudenberger and social psychologist Maslach, proposed the concept of job burnout, which is used to describe the employees in the service industry due to excessive working hours, excessive workload, and excessive work intensity. Freudenberger(1974) pointed out that burnout is a symptom of emotional exhaustion that is most likely to occur in helping others. Job burnout occurs when the job itself places excessive demands on personal abilities, energy, and resources, causing workers to feel emotionally exhausted and exhausted. Job burnout is manifested in both physical and psychological symptoms. Physically, employees who produce burnout may experience fatigue, persistent cold that cannot be rid of, frequent headaches and gastrointestinal discomfort, or insomnia, shortness of breath, and other adverse reactions. In behavior, burnout employees may become irritable, sensitive, or often frustrated. Job burnout exists in almost all occupations, and job burnout is harmful to employees themselves, the objects they serve, and even their organizations(Christina Maslach et al., 2001). Among them, the harm of job burnout to the individual has been confirmed by many studies, including its

influence on the individual's work attitude, physical and mental health, and work output (Chen, Minling & Wang, 2019). Therefore, job burnout is a negative relationship between people and their work. This lousy relationship often manifests as extreme fatigue and loss of ideal and passion for work (Christina Maslach, 2003).

The three-dimensional model proposed by Maslach is the currently widely recognized dimensional division of job burnout, including emotional exhaustion, depersonalization, and reduced personal accomplishment (C. Maslach et al., 1986).

Emotional exhaustion refers to the exhaustion of individuals' emotional reactions and physical vitality due to excessive fatigue, resulting in loss of enthusiasm for work, often feeling exhausted, and even a sense of disgust with the work they are engaged in. People often feel lacking in energy and drained of their emotional resources. Along with frustration and nervousness, employees are no longer as responsible or dedicated to customers as before, and a common symptom is fear of another day at work. This feeling can be called "compassion fatigue" (Cordes & Dougherty, 1993).

Depersonalization refers to the individual's indifference and disregard for work. A cold attitude, especially the indifference and coldness towards the people around you at work, Employees show undue indifference to customers and treat them as objects rather than people. Employees have a cynical attitude toward co-workers, organizations, and customers and don't want to participate in their work actively. (Cordes & Dougherty, 1993).

Reduced personal accomplishment refers to the individual's lack of accurate self-efficacy judgments, loss of self-confidence, and continuing to deny the value of self-existence. Individuals may experience a decrease in their ability to work and their sense of success while working or socializing. People often feel a lack of progress and even a lack of motivation. It's like having to do something that's a sure thing to fail and feeling incredibly frustrated and hopeless. (Cordes & Dougherty, 1993)

Maslach's three-dimensional model deeply reveals the essential structure of job burnout, laying a theoretical foundation for developing job burnout

measurement tools and further empirical research on job burnout. However, scholars who have different causes of job burnout have different opinions. Maslach et al.(Christina Maslach & Jackson, 1981) believe that job burnout is caused by the mismatch between the individual and the job. The higher the degree of mismatch between the individual and the job, the worse the burnout experienced by the individual. Burnout occurs when employees do not match one or several aspects of the work environment (control, compensation, communication, fairness, value). And the longer this mismatch lasts, the greater the likelihood of employee burnout. Hobfoll(1989) believes that job requirements and job resources, as the two potential psychological processes of burnout, are highly correlated with different dimensions of burnout. Excessive work requirements and lack of work resources quickly lead to job burnout. Among them, the dimensions of job requirements mainly include role ambiguity, role conflict, stressful events, excessive workload, and an intense working atmosphere. The dimensions of work resources include time, energy, ability, opportunity. Factors related to job requirements are the leading cause of emotional exhaustion and depersonalization, while work resources factors are used to support individuals to slow down emotional exhaustion and depersonalization. The latest view is that job burnout is determined by environmental and individual factors(Chen, minling & Wang, 2019).

The latest view is that both environmental and individual factors determine job burnout. Environmental factors are factors other than individuals that can affect work. For example, the mismatch of job resources and job requirements will cause individual burnout or role conflict, role ambiguity, and role overload caused by playing a variety of different roles, which will create role pressure on the individual, which will lead to job burnout. The individual factors are related to the individual's cognition and characteristics. The individual's cognition differences show different physical and psychological responses to factors that may cause job burnout (such as stress) or individual's internal. The personality traits that vary from person to person make it possible for individuals under the same degree of stress to have different psychological feelings and affect their work status even if they are engaged in the same job.

2.3.1 Teacher's Job Burnout

Teacher burnout will bring adverse effects to students. Teacher burnout will harm students, and because of job burnout, teachers will have harmful physical and mental symptoms (e.g., exhaustion) and family conflicts. At the same time, job burnout will make teachers more prone to work and psychological problems(Azeem & Nazir, 2008).

If the three dimensions of job burnout are used to explain teachers' job burnout, it is mainly manifested in the following three aspects: One is emotional exhaustion. Teachers' emotions are in a state of extreme fatigue, often showing depression, irritability, depression, lack of energy, lack of enthusiasm and vitality, tolerance to others and decreased job satisfaction. Its success in teaching work and similar innovations significant curriculum events reform are also difficult to arouse passion and enthusiasm for work. They have no desire to innovate. They are only satisfied with the task and even tired of teaching. The second is indifference in attitude and behavior. Teachers' attitude towards students' lack of humanity is manifested in: Teachers are often unwilling to contact students, are indifferent and bored with students, often use contemptuous labeling language to name and describe students, punish students physically and in disguise, and treat students as inanimate objects; meanwhile, they alienate colleagues, avoid contact, or refuse to cooperate with them. They always find excuses for problems that arise at work and blame others. The third is the lack of a sense of accomplishment. Teachers often show that their evaluation of the meaning and value of their work decreases, and their sense of competence and accomplishment decreases. Due to the inevitable difficulties encountered in teaching, parents' and society's expectations of teachers have increased. Schools and colleagues have insufficient care and support for teachers, so many teachers cannot experience a sense of accomplishment and happiness in their work. This situation leads teachers to re-evaluate the actual value of their work and reconsider the relationship between time and energy investment and economic income, status, and honor. They begin to feel that their work can neither bring satisfactory changes to students' learning

and development nor effectively change their living conditions, thus creating a strong sense of helplessness. Lost motivation and confidence in work, reduced job input, lacked innovation in teaching and adopted a passive, helpless, and reckless attitude towards the new curriculum reform's opportunities and challenges. Earning wages became the only motivation to maintain work. Teacher burnout will inevitably cause many harms to individual teachers, educational objects, and education quality. A teacher who is caught in job burnout displays more negative emotions and behaviors, such as exhaustion of enthusiasm and passive indifference. These emotional problems will lead to depression of the teacher's work mood, weaken and disintegrate the cohesion of the teacher collective, and seriously affect the professional development of the teacher team And the progress of education.

H. Han (2010) pointed out that job burnout has four characteristics for Chinese vocational teachers. The first is emotional fatigue. University teachers are under tremendous research pressure and pioneering works that have become the primary source of their emotional exhaustion. Emotional fatigue is the core and most apparent feature of professional burnout of vocational teachers. It reflects the characteristics related to burnout and stress. It is manifested in the complete loss of work enthusiasm and emotional resources as if it has dried up and inability to care for others. The second is cognitive failure. With the advancement of science and technology, the updated speed of knowledge keeps pace with the times. This phenomenon is particularly obvious among college teachers. A study on the group of teachers in Chinese universities found that the exhaustion of old teachers with more than 30 years of teaching experience is prominent. The cognition of college teachers reflects the individual's sense of lack of knowledge and skills due to the inability to meet work needs. In this way, the ideal is lost. They lack motivation, their self-evaluation declines, feel incompetent, fail, and ultimately reduce their psychological input. The third is interpersonal alienation. The unique work nature of university teachers will affect their interpersonal relationships to a certain extent, leading to a tendency to de-individualize. The interpersonal alienation of college teachers reflects the characteristics of job burnout related to the work process. It is manifested as the deterioration of interpersonal relationships. Specifically, teachers treat people around them in a hostile and indifferent mood,

even distrust and sympathize with others. Individuals will also ridicule others, treat people as inanimate objects, and belittle others. In terms of interpersonal communication, they will deliberately distance themselves and become too sensitive, quickly deteriorating interpersonal relationships. The fourth is value exhaustion. Fierce competition for talents and high-standard academic achievements make college teachers face significant setbacks in work and life, which quickly induces the dislocation and deviation of the self-evaluation system. To some extent, the exhaustion of college teachers' values can also be understood as a sense of inefficiency, reflecting the personality-related characteristics of job burnout and decreasing personal accomplishment. The appraisal of the meaning and importance of one's work declines. Work has become mechanized and inefficient, and I often feel incompetent and no longer work hard. Passive slowdowns intensified turnover tendency or even changing careers.

The above research fully shows that job burnout will seriously negatively impact China's higher vocational teachers. At the same time, it provides a direction for measuring job burnout for this study. As early as 1996, Maslach found that numerous studies paid particular attention to the problem of job burnout among teachers. Maslach and Jackson (C. Maslach et al., 1986) developed the Maslach burnout inventory-educators survey (MBI-ES) response to this growing research demand. Specifically used to measure the level of job burnout of educators, it includes three subscales: emotional exhaustion, depersonalization, and lack of accomplishment. The structure, number of items, and scoring methods of MBI-ES and MBI are the same. However, because teachers' main service targets are students, the "service recipients" in the items are defined explicitly as students to ensure that the respondents accurately understand the problem. Subsequently, many scholars further verified the reliability and validity of MBI-ES through empirical research.

2.4 Motivation and Job Burnout

The research of Scott L. Cresswell and Robert C. Eklund on athletes' job burnout and motivation has proved that intrinsic motivation and extrinsic motivation are closely related to job burnout(Cresswell & Eklund, 2005). In addition, Christina Maslach and Michael P. Leiter also believed that job burnout would be affected by six factors in work and life, among which the motivation was involved(Leiter & Maslach, 2003). Therefore, it is feasible to study the relationship between job burnout and motivation, and motivation can be used as a predictor of job burnout. If resilience is to help teachers cope with job burnout, then teacher motivation is even more critical because it can enhance resilience. If teachers go to school because they want to go and their will is strong enough, their motivation is strong enough, and they may cope with all possible pressures(Carusso, 2019).

According to the literature, job burnout and motivation belong to the cause and effect model. Overall, job burnout is negatively correlated with motivation; for example, intrinsic motivation is associated significantly negatively with burnout and is affected significantly negatively on Students' burnout(Ariani, 2017). Job burnout can be predicted by motivation. In other words, the role of incentives will lead to the reduction of job burnout. Suppose the phenomenon of job burnout continues to deepen. In that case, performance will continue to worsen if the role of motivations is insufficient. Ultimately, individuals will not be able to continue working in the original position or even resign. The vocational teachers with serious job burnout have low satisfaction in teaching, and their work efficiency and performance are significantly reduced.

For Chinese higher vocational teachers, motivation can effectively relieve their sense of job burnout. In the specific implementation process, emphasis should be placed on strengthening autonomous motivation such as introjection regulation, identification regulation, and integration regulation. That is to improve recognition and appreciation, promote work-life balance, promote professional

development, develop organizational culture and interpersonal relationships, and other motivational methods that can affect teacher burnout. A study can prove this point: Correlation analysis reveals a negative correlation between EFL teachers' autonomous motivation and emotional exhaustion and depersonalization. There is a positive correlation between autonomous motivation and personal achievement (Roohani & Dayeri, 2019). At the same time, although external motivation types such as fixed salary, variable salary, and benefits have no significant influence on job burnout, the construction of these three compensation modes should not be overlooked. Fixed pay and welfare are stable across colleges, although they do not have much motivational effect, Studies in athletes prove this. Low levels of self-determination may lead to increases in athlete burnout.

In contrast, athlete burnout may precede decrements in self-determined extrinsic motivation (Lonsdale & Hodge, 2011). Still, once the lack of teachers causes great dissatisfaction, it is not conducive to alleviating job burnout. As a "double-edged sword," variable pay is an external motivation factor in the theory of self-determination, improving teachers' job satisfaction and reducing their sense of job burnout when adequately handled. However, the variable salary has a "crowding out effect" on the work motivation, and improper treatment will hurt the individual's work enthusiasm, which is not beneficial to reducing the teachers' sense of job burnout.

The focus should be different to effectively solve the problems of emotional exhaustion, depersonalization, and low sense of accomplishment of higher vocational teachers through motivational factors. To solve the issues of emotional exhaustion and depersonalization, we should focus on strengthening the construction of the controlled forms of motivation. Controlled motivation is positively related to emotional exhaustion and depersonalization. To solve the problem of a low sense of accomplishment, we should strengthen the construction of autonomous motivation. Identified and intrinsic motivation can enhance the personal accomplishment of EFL teachers. It should be noted that variable compensation has a significant positive impact on personality disintegration and a low sense of accomplishment (Roohani & Dayeri, 2019); this may be caused by the general unfairness in the distribution of variable compensation in various universities.

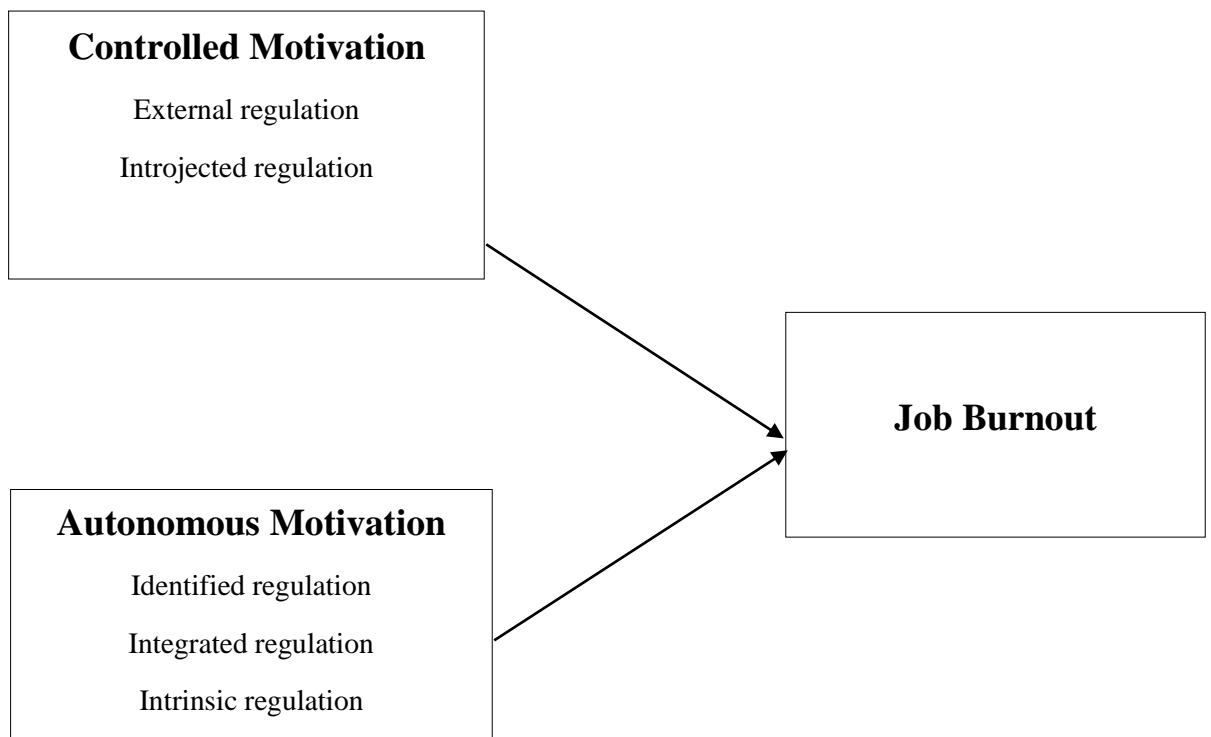
Similarly, Roth uses SDT as the basis to prove that teachers' autonomous motivation has a shared role in reducing teachers' burnout and is positively correlated with teachers' personal accomplishment (Richardson et al., 2014); this is like China. The traditional thinking of "not worrying about being few but not being equal" is consistent. Therefore, we must be especially cautious when implementing variable compensation incentives, and we must be fair and just. Otherwise, it will be counterproductive. Not only that, studies have shown that extrinsic motivation and intrinsic motivation can be converted from the case analysis. It is found that teachers' extrinsic motivation can be transformed into intrinsic motivation(W. shuai Liu et al., 2019). Teachers' existing developmental values, the level of development of teaching practice, the feelings of teachers in the development process, and the interaction between the three will all affect the generation of intrinsic motivation. The existing external environment and external tasks of teachers can promote teachers to optimize their practice, affect practice development, and teachers' values can be guided and encouraged by others. Therefore, the environment constructed by extrinsic motivation will affect the development values of teachers, the level of development of teaching practice, and the feelings of teachers during the development process, thereby affecting the generation of intrinsic motivation.

In summary, previous studies have shown that motivation can alleviate job burnout and negatively correlate. In more detail, according to the classification of self-determination theory, autonomous motivation has an evident influence on teacher's job burnout, while controlled motivation has less impact. At the same time, due to the professional characteristics of teachers, extrinsic motivation can be transformed into intrinsic motivation; this provides a basic structural framework for my research.

2.5 Conceptual Framework

This study examines the relationship between job burnout and teachers' motivation in higher vocational education in China. Based on self-determination theory, motivation is divided into controlled and autonomous motivation. Therefore, in establishing the research framework (see figure 1) , I took controlled and autonomous motivation as independent variables and job burnout as dependent variables.

Figure 1: Conceptual Framework



2.6 Hypothesis

Based on the research framework, three hypotheses are proposed:

Hypothesis 1: controlled motivation and job burnout are negatively correlated among higher vocational teachers in Yunnan.

Hypothesis 2: autonomous motivation and job burnout are negatively correlated among higher vocational teachers in Yunnan.

Hypothesis 3: Teacher's motivation can significantly predict teacher's job burnout among higher vocational teachers in Yunnan.

CHAPTER 3

RESEARCH METHOD

This study uses quantitative research and data analysis methods. A cross-sectional study investigates the situation of the target population at a certain point in time. In this investigation process, data distribution related to the target population can be obtained, and the data can be analyzed and described. Therefore, a questionnaire survey was conducted on vocational teachers in Yunnan Province using random sampling. The target population is mainly concentrated in Kunming, Yuxi, Honghe, and Qujing because these cities in Yunnan Province are relatively developed and have a large population. Most of the higher vocational colleges are in these cities. Therefore, the sampling results can represent the situation of higher vocational teachers in Yunnan Province.

According to the content of the literature, first, this research uses descriptive statistics to analyze the motivation and job burnout of the sample to solve research problem one and research problem two. Descriptive statistical analysis is a statistical method used to summarize and express the overall situation of things and the associations and category relationships between things. Several statistical values can be used to concisely describe the concentration and dispersion of a data set through statistical processing. It is necessary to carry out a statistical description of the data related to the survey population, including frequency analysis of the data, analysis of the central tendency of the data, analysis of the degree of dispersion of the data, and the use of statistical graphics to express the data. Descriptive statistical analysis is a preliminary understanding of the source of the data. In this study, mean, skewness, and kurtosis are mainly used to explain the situation of the sample. Mean is the sum average of the sample observations; Skewness measures whether the data is symmetrically distributed.

It represents the direction of data distribution. It is a numerical feature of the degree of asymmetry in the distribution of statistical information. Skewness is the third-order normalized moment of the sample. The definition of skewness includes normal distribution (skewness=0), right skewness distribution (skewness>0), and left skewness distribution (skewness<0). Kurtosis is also called the coefficient of kurtosis, which indicates where the highest peak of the distribution is. In other words, kurtosis reflects the sharpness of the data distribution graph. The kurtosis of a random variable is calculated as the ratio of the fourth-order central moment of the random variable to the square of the variance. When the kurtosis value is 3, the data is normally distributed. When the kurtosis value is greater than 3, the graph has a thick tail, which means the chart is broader, and when the kurtosis value is less than 3, the graph has a thin tail, which means the graph is narrower.

Second, the third research problem is solved by correlation analysis. The third research problem is to use correlation analysis to solve. Correlation analysis is a statistical method used to determine the relationship between two or more variables. It is the process of using statistical indicators to prove whether there is a connection between target objects. In this study, Spearman's method was used to analyze the correlation of samples in correlation analysis, and the correlation coefficient explains the relationship between variables. If the correlation coefficient is greater than 0, the variables are positively correlated. That is the dependent variable and the independent variable change in the same direction. However, when the correlation coefficient is less than 0, it means that the independent variable and the dependent variable are changing in opposite directions, which means that they are negatively correlated. When the Spearman correlation coefficient is zero, it means that the increase of X will not affect Y. As X and Y get closer and closer, the absolute value of Spearman's correlation coefficient will increase. When X and Y are entirely monotonically correlated, the absolute value of Spearman's correlation coefficient is 1

Finally, a primary quantitative research method is used on motivation and job burnout: multiple linear regression. This step is used to answer research question four. Multiple linear regression is used when the investigators want the results to be related to or dependent on one or more variables(Marill, 2004). For

example, the researchers in my case wanted to know the relationship between motivation and job burnout, and the studies plan to assess motivation from several dimensions. The mathematical form of the multiple regression model is expressed as, let the dependent variable be Y , and the k independent variables that affect the dependent variable be respectively. Suppose that the influence of each independent variable on the dependent variable Y is linear. That is to say, the mean value of Y changes uniformly with the change of the independent variable when the other independent variables remain unchanged. It's called the population regression model. In addition to this, multiple linear regression analysis must meet the following four prerequisites: 1. Linearity: there is a linear relationship between independent variables and dependent variables. 2. Independence: independent variables and dependent variables are independent of each other. 3. Normality: residuals are normally distributed 4. Equal variances: for any set of independent variables, the dependent variables have the same variance.

3.1 Participants

All participants are from Yunnan Province, China. The questionnaire is distributed by the managers of the higher vocational colleges through the Wenjuanxin website, a website for professional questionnaires. A total of 200 questionnaires were sent out, and 151 responses were received, with a response rate of 75.5%. The demographic information of the participants has presented in Table 1. The age range of the participants was 23 to 60 years old and concentrated in the 23 to 40 years old stage. Participating women accounted for 76.16%, while men accounted for only 23.84%. This is due to the imbalance of the ratio of male to female teachers in China.

Table 1: Participant's Demographic Profile

Participant Profile		n	Percent
Gender	Male	36	23.84%
	Female	115	76.16%
Age	23-25	38	25.17%
	26-30	50	33.11%
	31-40	29	19.21%
	41-50	22	14.57%
	51-60	12	7.95%

Note. Frequency Table of participant's demographic profile (n=151)

Table 2 summarizes the work information of the participants, of which 60.93% are full-time teachers, 12.5% are part-time teachers, and 26.49% are teachers who both teach and undertake management tasks. In terms of the types of courses introduced, 19.87% of the participants undertake public courses, 50.99% undertake professional courses, and 29.14% undertake other kinds of courses. In terms of the professional titles of teachers, it covers all types of professional designations of university teachers (teaching assistants, lecturers, associate professors, professors). The above data shows that the survey objects cover almost all the situations of higher vocational teachers because the participants come from different positions, undertake various courses, and have different professional titles.

Table 2: Participant's Work Profile

Work information		n	Percent
Course Type	Public course	30	19.87%
	Professional course	77	50.99%
	Others	44	29.14%
Work Type	Full-time	92	60.93%
	Part-time	19	12.58%
	Teacher&Manager	40	26.49%
Job title	Below assistant	29	19.21%
	Assistant	17	11.26%
	Lecturer	25	16.56%
	Associate professor	23	15.23%
	Professor	9	5.96%
	Others	48	31.79%

Note. Frequency Table of participant's work profile (n=151)

3.2 Measurement

The questionnaire consists of 3 parts. The first part is about higher vocational teachers' demographic and occupational information, including gender, age, job title, course type, and job position. The second part is about the motivation of teachers. The full scale uses Likert's 7-degree method to evaluate the problem, where 1 means no correspondence at all, and 7 means complete correspondence. This section consists of 19 questions. In the dimension of external motivation, External regulation is measured by six items, Four items measure introjected regulation, and three items are used to measure Identified regulation. In the dimension of intrinsic motivation, three items are used to measure Integrated regulation, and three items are used to measure Intrinsic regulation. This part of the questionnaire was developed by Gagné (2015)and

Tremblay(2009). This motivation instrument has been proved by previous studies that could be used and applied in China(Y. X. Liu et al., 2021). It is adjusted according to the teacher's working context and translated into Chinese.

The third part is about teacher burnout. The questionnaire developed by Maslach and Jackson (1986) measures the three dimensions of job burnout. Nine of the options are about emotional exhaustion, measuring the fatigue caused by teaching work; 8 questions about accomplishment, evaluating teachers' sense of competence and achievement; and five questions about depersonalization, reflecting teachers' attitudes towards students. This scale is widely used by scholars in many countries and has been proven to be scientifically effective. Maslach Burnout Inventory Educators Survey (MBI-ES) is also a Likert seven scale. In the options, 1 representative never happened, 7 means always happened. But the scoring method in the self-achievement part needs to be reversed. The average score of seven points is 4 points, a score of 5 or more means that job burnout is severe, a score of 3-4 implies that job burnout is a little severe, and a score of fewer than three means that job burnout is low. The score of each factor depends on the average score of all options of its element. The higher the emotional exhaustion and depersonalization score, the lower the self-achievement score and the more serious the degree of job burnout.

3.3 Procedure

First, a pilot study was conducted on 30 teachers. A pilot study found that Cronbach's alpha coefficient of the Teacher Motivation Scale is .934. The Cronbach alpha coefficient of the Teacher Burnout Scale was .921. According to the pilot study data, the problems of the two scales have high internal consistency, and the measurement results are valid. Meanwhile, before collecting data, the questionnaire was approved by Tunku Abdul Rahman (UTAR) and had no ethical issues. Participants are required to read and sign the consent form when taking the survey. Participants voluntarily participate in the study and are informed that the study does not have any risks. The data they fill in will also be kept confidential. Second, Teachers or administrators in higher vocational colleges use WeChat,

web pages, emails, etc., to send out questionnaires and collect data. Finally, through data analysis, the participants' motivational and occupational burnout characteristics are explained, and the relationship is proved.

3.4 Data Analysis

After collecting the data and performing score statistics, the researchers used the 26th version of the Social Science Statistics Software Package (SPSS) to analyze the data. First, use descriptive statistics to explain higher vocational teachers' motivation and job burnout. Second, use Pearson correlation to test the correlation between motivation and job burnout. Finally, use multiple linear regression to establish a regression model.

CHAPTER 4

RESEARCH RESULT

4.1 Motivation of Higher Vocational Teachers

The first research question is to find out the motivation status of teachers in higher vocational colleges. The first research question is to find out the motivation status of teachers in higher vocational schools. The researcher has conducted a descriptive analysis of the four measurement indicators to obtain the specific situation of teachers' motivation in higher vocational schools. Table 3 describes the motivation of teachers in higher vocational colleges.

Table 3: Descriptive Statistics of Teachers' Motivation

	N	Mean	Std. Deviation	Skewness	Kurtosis
EXT	151.00	4.98	1.11	0.01	-0.30
INTRO	151.00	5.49	1.27	-1.11	2.18
IDEN	151.00	5.64	1.11	-0.73	0.98
IM	151.00	5.11	1.47	-0.83	0.67
INTEG	151.00	5.50	1.12	-0.53	0.34

Note. EXT= External regulation; INTRO= Introjected regulation; IDEN= Identified regulation; IR= Intrinsic regulation; INTEG= Integrated regulation

The skewness values of all variables in Table 3 are between -1.5 and +1.5. The kurtosis values are all less than 3; this shows that the score distributions of all these five variables are relatively concentrated.

The subjects scored the lowest in External regulation (M=4.98, SD=1.11), which shows; This means that they received relatively little extrinsic motivation. The highest mean among participants is the Identified regulation (M=5.64, SD=1.11), which shows that they have a great sense of identity with their work and are being motivated by this sense of identity. The Means of the remaining variables are all over 5. According to the Likert 7 scale rules, the participants feel motivated, but the degree is not high.

4.2 Job Burnout among Higher Vocational Teachers

The second question of this research is to describe teachers' job burnout in higher vocational colleges. Table 1 describes the three dimensions of professional burnout of teachers in higher vocational schools.

Table 4: Descriptive Statistics of Job Burnout

	N	Mean	Std. Deviation	Skewness	Kurtosis
EE	151	21.99	13.55	0.26	-0.93
DP	151	5.89	6.76	1.29	1.01
PA	151	13.48	9.62	0.78	0.80

Note. EE= Emotional exhaustion; DP= Depersonalization; PA= Personal Accomplishment

As shown in Table 4, the skewness of the three variables of job burnout Emotional exhaustion is 0.26. The kurtosis is -0.93; the skewness of Depersonalization is 1.29; the kurtosis is 1.01, the skewness of Personal Accomplishment is 0.78, and the kurtosis is 0.80. This shows that the scores of these variables have good normality.

According to the standards in the study of Roohani and Dayeri (2019), The average number of emotional exhaustion of higher vocational teachers in Yunnan is 21.99 (M=21.99, SD=13.55), which is less than 16, so it is in the middle level. The average depersonalization score is 5.89 (M=5.89, SD=6.76), lower than the

recommended 6. Therefore, it is soft, indicating that depersonalization brings no significant burnout to vocational teachers. The average personal accomplishment score is 13.48, which is in the low range. It shows that higher vocational teachers have no noticeable burnout in the dimension of personal accomplishment. In a word, according to quantitative research, it is found that the job burnout of higher vocational teachers in the sample is relatively low.

4.3 The correlation between the motivation of higher vocational teachers and job burnout.

The third question of this research is to evaluate the correlation between job burnout and the motivation of higher vocational teachers.

Table 5: Correlations Between Job Burnout

		EXT	INTRO	IDEN	IM	INTEG
JB	Correlation Coefficient	-.21**	-.49**	-.49**	-.47**	-.45**
	Sig. (2-tailed)	.01	.00	.00	.00	.00
	N	151	151	151	151	151

Correlation is significant at the 0.01 level (2-tailed).**

According to Table 5, the five dimensions of professional burnout and motivation of higher vocational teachers are negatively correlated. Among them, Introjected regulation ($r=-0.49$, $p=0.00$) and Identified regulation ($r=-0.49$, $p=0.00$) belonging to extrinsic motivation showed a significant negative correlation with job burnout. However, external regulation ($r=-0.21$, $p=0.01$), which also comes from external motivation, has a weak correlation with job burnout. For intrinsic motivation, both Intrinsic regulation ($r=-0.47$, $p=0.00$) and Integrated regulation ($r=-0.45$, $p=0.00$) show a significant negative correlation with job burnout.

4.4 Regression Analysis on the Motivation and Job Burnout of Higher Vocational Teachers

The Fourth research question is to conduct multiple linear regression analysis between the motivation of higher vocational teachers and job burnout to prove that motivation factors can predict the job burnout of higher vocational teachers. Job burnout (JB) is the dependent variable, with External regulation (EXT); Introjected regulation (INTRO); Identified regulation (IDEN); Intrinsic regulation (IR); Integrated regulation (INTEG) as the independent variables. We use SPSS to adopt the Stepwise method to analyze because the independent variables affect each other. For Variable selection, SPSS provides five methods: Enter, Stepwise, Remove, Backward, and Forward.

Enter mode does not involve variable screening. All variables are included in the model. In the Forward way, all independent and dependent variables are subjected to simple linear regression fitting. The most important candidate variable (with statistical significance and the smallest P-value) will be selected into the model. Then, in the model that has introduced the independent variables, introduce the remaining independent variables respectively, and find the combination with statistical significance and the smallest P-value; until all remaining independent variables are not statistically significant. The backward mode is the opposite of the forward direction. This method first fits a model that includes all independent variables and eliminates unimportant variables (the P-value is the largest and has no statistical significance); the Stepwise model combines the Forward and Backward methods. While gradually introducing independent variables, examine whether the independent variables that have been introduced into the model are still statistically significant, and if not, remove them. Remove: The independent variable specified as Remove is forcibly removed from the model.

4.4.1 Regression model

Table 6: Model Summary of Job Burnout

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.461 ^a	.212	.207	.91542	
2	.484 ^b	.235	.224	.90541	1.758

a. Predictors: (Constant), IDEN

b. Predictors: (Constant), IDEN, INTEG

c. Dependent Variable: JB

Table 6 shows the regression model fitting the state of higher vocational teachers' motivation and job burnout. In this process, two models were fitted. The first one represents the impact of Identified regulation on job burnout. $R=0.461$ shows that Identified regulation has a particular linear relationship with job burnout. $R\text{ square} = 0.212$ indicates that when job burnout changes, 21.2% are caused by Identified regulation. The second model brings in Integrated regulation and Identified regulation simultaneously. After introducing Integrated regulation, both R ($R=0.484$) and $R\text{ square}$ ($R^2=0.235$) has increased, indicating that the degree of fitting has improved. When job burnout changes, 23.5% are caused by Identified regulation and integrated regulation. However, External regulation, Introjected regulation, and Intrinsic regulation are eliminated in the data analysis process due to mutual influence.

Table 7 is a table showing the overall regression effect. According to the results of ANOVA, The F values of Model 1 and Model 2 are 40.155 and 22.681, respectively, and the P values are both less than 0.05, which shows that both models are statistically significant. Integrated regulation and Identified regulation can predict job burnout.

Table 7: ANOVA Result of Motivation and Job Burnout

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.649	1	33.649	40.155	.000 ^b
	Residual	124.860	149	.838		
	Total	158.509	150			
2	Regression	37.185	2	18.593	22.681	.000 ^c
	Residual	121.324	148	.820		
	Total	158.509	150			

a. Dependent Variable: JB

b. Predictors: (Constant), IDEN

c. Predictors: (Constant), IDEN, INTEG

Table 8: Coefficients result

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	4.281	.386		11.087	.000
	IDEN	-.426	.067	-.461	-6.337	.000
2	(Constant)	4.564	.405		11.257	.000
	IDEN	-.286	.094	-.310	-3.029	.003
	INTEG	-.194	.094	-.212	-2.077	.040

a. Dependent Variable: JB

According to the results in Table 8, In model 1, $t=-6.337$, $p<0.05$, it is statistically significant to include Identified regulation as an independent variable into the regression equation. Similarly, in Model 2, both Identified regulation ($t= -3.029$, $P<0.05$) and Integrated regulation ($t= -2.077$, $P< 0.05$) can be included in the regression equation.

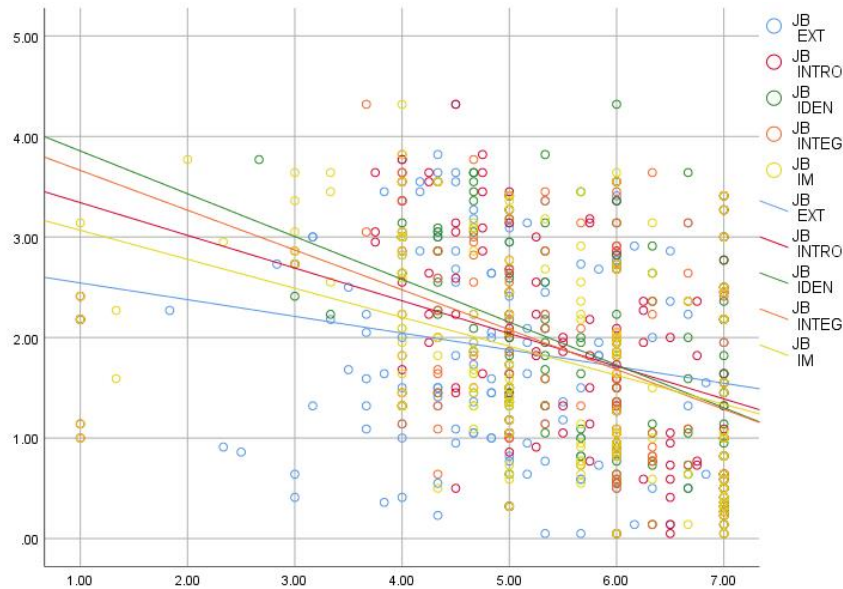
In general, for higher vocational teachers, it is possible to predict job burnout through Integrated regulation and Identified regulation. Specifically, the increase in Integrated regulation and Identified regulation will cause a decrease in job burnout. Identified regulation alone can explain 21.2 % of changes in job burnout. Integrated regulation and Identified regulation can jointly explain 23.5% of changes in job burnout.

4.4.2 Regression model validation

The previous chapter (Chapter 3) mentioned that the independent and dependent variables must have a linear relationship and be independent of each other when performing multiple linear regression analyses. In addition, the residuals must follow a normal distribution or an approximately normal distribution. The variance between the dependent and independent variables must be the same. Only when these conditions are met can the regression model be established.

To verify the linear relationship, the method of drawing a scatter plot is used. Take job burnout as the Y-axis and draw a scatter plot with the five motivation variables as the X-axis respectively to get Figure 2. According to Figure 2, there is an apparent linear relationship between the various variables of job burnout and motivation. According to Figure 2, there is an evident linear relationship between the multiple variables of job burnout and motivation. Meet the requirements of multiple linear regression.

Figure 2: Scatter Plot of Job Burnout and Motivation



Determine whether independent variables are independent by the Durbin-Watson test. As shown in Table 9, $D=1.76$ is close to 2, so it can be considered that the variables are independent of each other.

Table 9: Durbin-Watson of Motivation

Model	R	R Square	Durbin-Watson
1	.461 ^a	.212	
2	.484 ^b	.235	1.76

- a. Predictors: (Constant), IDEN
- b. Predictors: (Constant), IDEN, INTEG
- c. Dependent Variable: JB

Judge whether the dependent variable conforms to the normal distribution by drawing the standardized residual histogram method. As shown in Figure 3, the residual of job burnout is like the standard normal distribution. At the same time, it can be seen from the normal probability graph (Figure 4) that the scatter points are scattered around the diagonal of the first quadrant. So, it can be judged that the residuals are normally distributed.

Figure 3: Standardized Residual Histogram

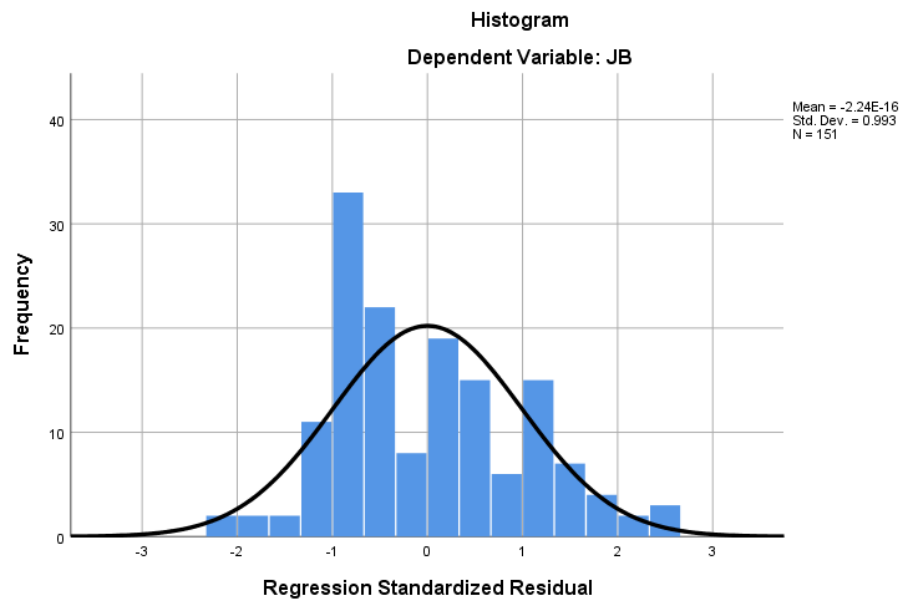
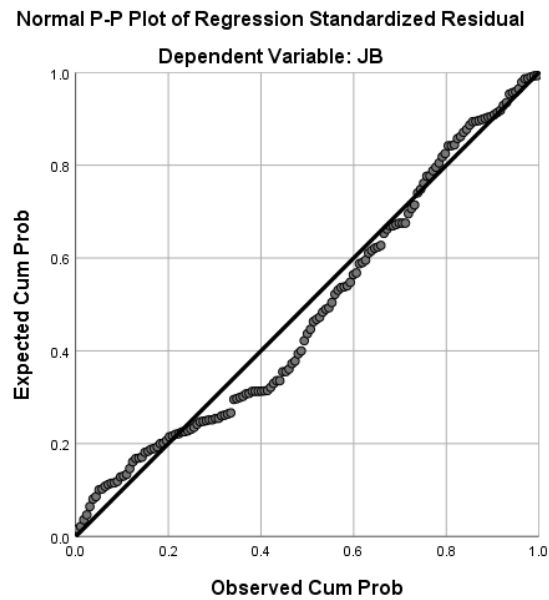
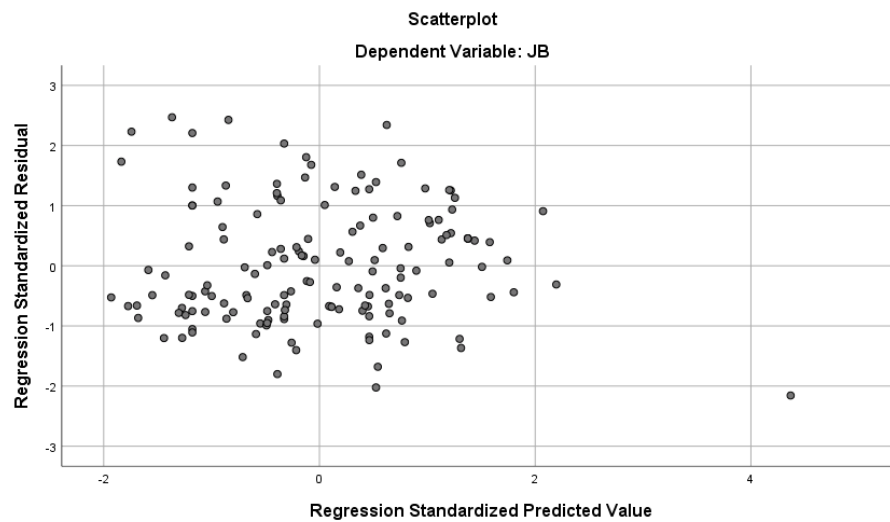


Figure 4: Normal P-P Plot Regression Standardized Residual



From the scatter plot drawn on the standardized residuals and standardized predicted values (Figure 5), the scatter fluctuation range of the standardized residuals remains stable. It does not change with the changes in standardized predicted values. It can be considered that the uniformity of variance is satisfied.

Figure 5: Scatter Plot of Standardized Residuals and Standardized Predicted Value



In summary, the regression model satisfies the four conditions: normal, independent, linear, and equal variance. Therefore, the multiple recurrence regression models on higher vocational teachers' motivation and job burnout are established.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Motivation issues among Higher Vocational Teachers in Yunnan

Chapter 4 makes a descriptive analysis of the motivation of higher vocational teachers in Yunnan. The results show that the incentives from External regulation ($M=4.98$) are at an intermediate level and are the least among the five dimensions. Specifically, higher vocational teachers did not drive by external factors such as economics, promotion, or recognition by others; this does not mean that they have no material needs or that their material needs have been met. ZHANG(2020) pointed out that Chinese higher vocational teachers are dissatisfied with the salary. In addition, teachers believe that the training and promotion system is not effective enough. This shows that the college's motivation management mechanism may cause a lack of external regulation. The highest Identified regulation ($M=5.64$, $SD=1.11$) shows that participants have a strong sense of identity with their current work and therefore work hard. Teachers recognize and accept their profession very much. They believe that the profession they are engaged in is meaningful and valuable, and they can find happiness in it.

Compared with developed countries, China's incentives for higher vocational teachers are insufficient. For example, German vocational education teachers adopt preferential treatment policies. The policy stipulates that the salaries of vocational education teachers should exceed those of general education teachers, and the wage will be increased once a year, each time the salary is increased by about 3% to 6%. The increase is limited to 15 times. In addition, German vocational schoolteachers are very respected and envied by people. The

government has issued policies stipulating that teachers are national civil servants with the same social status as government officials and will not be fired for life. In addition, it is also specified that professional teachers should continue to receive continuous education of new technical knowledge. Teachers' participation in training and further training is an obligation that must be fulfilled.

Higher vocational colleges in the United States and the United Kingdom encourage teachers' professional development and on-the-job training. For example, community colleges in the United States provide teachers with opportunities for short-term or long-term overseas visits, seminars or courses, and encourage teachers to visit companies for practical activities. In the United States, higher vocational colleges also adopt a dynamic hiring mechanism and implement a tenure system for teachers, including the right to apply for a short-term contract system and a lifetime tenure system. The short-term contract system is based on the school's needs, teaching and research funding, and the quality of teachers' work. Contracts are signed every year to determine whether teachers will stay in office. Teachers who have the right to apply for tenure can generally use it after teaching in the school for five to six years. For example, the United Kingdom has established a Higher Vocational College Teacher Development Bureau to receive relevant professional development and training from various higher vocational colleges. In addition, it has established teaching and learning support network to provide professional development assistance for higher vocational teachers. In Japan, the government stipulates that teachers' salary in vocational colleges is 1096 higher than that of teachers at the same level in ordinary schools and 15% higher than ordinary civil servants. In principle, the salary is increased by one grade every year. There is a complete set of teacher incentive systems in Canadian universities. The incentive measures for attracting and retaining outstanding talents include promotion or tenure professor system, appointment professor system, educational leave system, intellectual property ownership, development benefit-sharing system, and Various excellent teaching and scientific research bonuses. This series of incentive measures are inseparable from an effective employee performance evaluation mechanism. Based on scientific and reasonable performance evaluation, teachers with outstanding performance are provided with various material and reputation rewards.

In Singapore, the government attaches great importance to developing higher vocational education and has adopted reasonable measures. First of all, attach great importance to developing a team of dual-qualified teachers in higher vocational education. Teachers must have a high degree of education or business experience. The second is to increase the training and further education of the teachers in the school. For example, budget teachers' annual training expenses, focusing on corporate learning for professional teachers, especially in line with international standards. In addition, various training programs for teachers are expanded, such as developing new projects, service consultation, and lectures abroad. Developed countries attach great importance to the development of vocational education and give teachers in higher vocational colleges a very superior social status and generous treatment. And implement flexible and diverse incentive systems to attract and retain outstanding teachers in vocational colleges and provide them with various training and development plans to serve the school better. It is precise because developed countries provide very generous treatment to vocational teachers in colleges and universities. They have attracted and stabilized the high-quality faculty, which has produced high-level and high-efficiency vocational and technical education.

More and more colleges and universities have adopted motivation management in China in the past 40 years. Some progress has been made in this process, but there are also some problems. The first is that the salary distribution method is unreasonable. The salary system should be a system arrangement that balances the cost of human resources and meets their needs. However, the salary level cannot reflect the contribution of teachers(ZHANG, 2020). The expectation of income makes people have strong enthusiasm for work and strive to achieve their goals. But, when the teacher's hard work creates a gap between the psychological expectations and the actual income, it will produce disappointment, which will affect the enthusiasm for work. Professional titles in China are the main basis for teachers' income distribution. Professional positions determine salaries, and the promotion of professional titles is largely determined by working years and is rarely related to performance(Yang, 2007). Regardless of the level of contribution and performance, the standard of allowances for employees in the same position is the same. Although the college advocates the allocation of

allowances based on performance, the college still needs to consider the interests and feelings of people at different levels, and the evaluation system is not perfect, making implementation difficult. As a result, the college regards the position or title as the main factor of salary distribution, leading to serious egalitarianism and weakening the incentive effect of salary performance.

On the other hand, the salary level of outstanding talents in higher vocational colleges is far lower than the market salary level. In comparison, the salary level of general positions is much higher than the market salary level. Moreover, their salary is not enough compared with the workload and intensity of higher vocational teachers. According to the survey, 62% of teachers' current salary is 4500-6000 RMB, and 60% of teachers expect to be paid more than 6000, which means that teachers generally hope that the current salary can be increased(ZHANG, 2020).

The second is that there are problems in the assessment mechanism of teachers. The current evaluation system is mainly based on leadership evaluation and democratic evaluation. The assessment content mainly includes five aspects: morality, ability, diligence, performance, and morality. The evaluation results are divided into four grades: excellent, qualified, basically qualified, and unqualified. There is no quantitative standard for the assessment, so that the assessment results are inaccurate. In this process, there will inevitably be human intervention to appraise excellence to those in need of promotion, or everyone will be elected in turn (Guo, 2009). In addition, the appraisal system is more about the evaluation of work performance and results while ignoring the process. There are few evaluations on discipline construction, team building, teacher ethics, academic ethics, etc. No suggestions for improvement are made to the problems that arise, which deviates from the original intention of the evaluation. Moreover, the evaluation of scientific research is often only considered in terms of level and quantity, and no one cares whether scientific research results promote teaching and whether it is conducive to teaching improvement. Insufficient evaluation methods will inevitably affect the authenticity of the evaluation results.

Finally, the motivation management of higher vocational colleges is relatively backward. Some college human resource management personnel only attach importance to traditional personnel work and lack understanding of new human resource management theories. They believe that the motivation of college teachers is a material investment, but because they are organizations in the public sector, they are often short of funds; this is a bottleneck in the development of the incentive mechanism of colleges and universities. They ignore the role of internal motivation for teachers. They did not realize the importance of attracting and gathering talents by creating a good working and living environment and even believed that the introduction of talents would hinder the stability of the school's talent structure.

Moreover, the motivation management system is not standardized. The system lacks long-term planning. In addition, the lack of consideration of actual needs in training and salary management has resulted in the loss of human resources, an unreasonable personnel structure, and the phenomenon of wasting talents, which led to the failure of motivation management in management. Meanwhile, the training mechanism of higher vocational teachers is not effective enough. Meanwhile, the failure of the motivation management mechanism of higher vocational teachers will inevitably lead to the failure of the training mechanism because training allows teachers to improve their abilities to meet the needs of personal realization and thus make them work harder. At present, teachers who meet the training requirements are often unable to participate in the training due to workload problems, making the training goals impossible to achieve. In addition, training lacks a corresponding evaluation mechanism, which makes the training effect and incentive function not fully exerted. Training is just a form, which affects teachers' enthusiasm for participation and reduces training effectiveness.

Similarly, due to problems with motivation management check-in, the promotion mechanism of the college will also be affected. At present, the development of higher vocational teachers mainly focuses on academic development and job promotion. However, the school does not have enough support for academic conferences and academic exchange activities, and the support for teachers' research activities is limited. The difficulty of scientific

research and the insufficient support from schools has caused many teachers to give up scientific research. Therefore, the incentive effect in academic and position promotion is invalid.

5.2 Job Burnout among Higher Vocational Teachers in Yunnan

The results of descriptive statistical analysis of job burnout show that the job burnout of Yunnan's higher vocational teachers is not serious. However, the emotional exhaustion ($M=21.99$, $SD=13.55$) index is intermediate. It shows that participants may be under tremendous pressure from teaching and scientific research, and pioneering research has become the main source of emotional exhaustion. To a certain extent, it is manifested as the complete loss of work enthusiasm and emotional resources, as if exhausted. Inability to take care of others.

On the other hand, higher vocational teachers in Yunnan may have cognitive failures. The cognitive loss of teachers in colleges and universities reflects the lack of knowledge and skills caused by the individual's inability to meet work needs. In this way, the ideal is lost. Lack of motivation, declining self-evaluation, doubting oneself, withdrawing, feeling incompetent and failure, and ultimately reducing psychological input, may cause physical and mental harm to teachers in higher vocational colleges. Both Depersonalization ($M=5.89$, $SD=6.76$) and Personal Accomplishment ($M=13.48$, $SD=9.62$) are low, indicating that the participants did not experience interpersonal alienation. Have good interpersonal relationships with colleagues and students. Treat people around you with a positive, proactive attitude and positive emotions. Able to handle matters related to interpersonal relationships well.

On the other hand, vocational teachers in Yunnan have a good sense of personal accomplishment, and there is no exhaustion of value. Have a high evaluation of the meaning and significance of their work. Although the overall job burnout level of the participants is not high, if preventive measures are not taken, it may cause harm to teachers' bodies and minds.

In general, combined with the nature and intensity characteristics of job burnout, the current job burnout of teachers in higher vocational colleges is at the first level, that is, irritability, worry, and frustration. If not intervened, the level of teacher burnout may increase—energy exhaustion, cynicism, fluctuating temper, and work inefficiency at the second level. Very few teachers will have more serious psychological problems, lower self-esteem, and retreat in work and interpersonal communication.

Burnout is related to the individual and the environment. In terms of the environment. According to the job demands-resources model (JD-R) proposed by Bakker and Demerouti (2017). All factors related to work can be roughly divided into two categories: work requirements and work resources. Work requirements refer to material, social and organizational factors related to individual work; this work requires continuous physical and intellectual consumption, such as work noise, workload, and time pressure. Work resources refer to the material, social, and organizational factors conducive to realising work goals. They are conducive to reducing the physical and mental costs of work, for instance, promoting personal progress and development. Common organizational-level work resources include job control, potential promotion opportunities, decision-making participation, and task diversity. Social-level work resources usually come from colleagues or family members. Factors related to work requirements will cause continuous physical and mental costs to individuals and lead to personal physical and psychological exhaustion. Individuals' various work resources from organizations and society can effectively alleviate this problem and promote positive personal growth. When the resources available to individuals at work cannot meet the job requirements for a long time, a sense of job burnout will occur. On the other hand, when individuals in an organization have role conflicts, ambiguities, and role overload due to multiple roles, it will cause role pressure and job burnout.

For higher vocational teachers, Social factors are an essential aspect of teacher burnout. Teachers shoulder the important task of cultivating social talents. Society has high expectations for teachers. In the work process, teachers need to impart knowledge to students and help students develop good personalities. Therefore, teachers need to play multiple roles at the same time. This puts

tremendous pressure on teachers' psychology, and they often feel powerless. In the long run, they are prone to burnout. However, the hard work of teachers is sometimes not recognized by society. Disrespect for teachers is expected in the community. Teachers' social status and salary are not high, which is in sharp contrast with their workload. All these have seriously affected teachers' enthusiasm for work, and it is easy to cause teacher burnout. In addition, the heavy workload has also led to the job burnout of higher vocational teachers. Today's education requires teachers to have multiple skills. In addition to completing regular education and teaching tasks, teachers also have to deal with thesis, teaching innovation, inspection, evaluation, and acceptance. They spend 80% of their time on lesson preparation, teaching, researching textbooks and methods, coping with inspections and exams every day. In order to adapt to the requirements of the new situation, teachers must continue to study and advance, which makes teachers physically and mentally exhausted, leading to physical pain and psychological pressure on teachers. At present, many colleges and universities' management departments seldom provide emotional assistance to teachers, and evaluating teachers is not objective and fair. The lack of organizational support will inevitably lead to job burnout of college teachers.

As far as personal reasons are concerned, inherent and different personality traits make individuals under the same pressure even if they are engaged in the same work to have other psychological feelings, which will have different effects on their psychology. The dimensional structure of personality traits includes extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience. On the other hand, as an essential part of cognition, motivation also affects individual job burnout. Individuals usually choose the job they want and the specific goals and tasks based on their exact needs (extrinsic motivation) such as salary, position, and other factors. The career choices made by individuals without realizing their essential needs (intrinsic motivations) are primarily at risk of motive incongruence. This inconsistency of motives will eventually lead to higher job burnout(Rawolle et al., 2016). From a cognitive perspective, the individual's psychological locus of control, values, and sense of organizational justice are the key factors that affect job burnout.

For higher vocational teachers, the difference in personality toughness and professional self-esteem of teachers in higher vocational colleges is also an important factor affecting their job burnout. The higher the tenacity of the personality, the lower the occupational stress response and the lower the severity of occupational burnout. People who are externally controlled experience more burnout than internally controlled because they attribute events and achievements to powerful others or opportunities. Individual coping styles also have an important impact on the occasion of burnout. Individuals who respond to stressful events passively and defensively experience more burnout, while individuals who actively respond experience less burnout.

5.3 The Prediction of Motivation to Job Burnout

The correlation analysis of motivation and job burnout shows that Hypothesis 1 and Hypothesis 2 are valid. The $P < 0.01$ of Introjected regulation and External regulation indicates that the hypothesis that controlled motivation is negatively correlated with job burnout is established, so when managers increase incentive measures, or teachers' job burnout will decrease. Meanwhile, the P values of Identified regulation, Intrinsic regulation, and Integrated regulation are also less than 0.01, indicating that the hypothesis that Autonomous Motivation is negatively correlated with job burnout is established. When the autonomous motivation of higher vocational teachers increases, their job burnout will decrease.

The regression analysis of higher vocational teachers' motivation and job burnout proves that Hypothesis 3 is valid; motivation can predict job burnout. This means that when teachers are motivated, they have a specific contribution to reducing their job burnout. Among them, autonomous motivation (Integrated regulation and Identified regulation) has a positive effect on alleviating teachers' job burnout. In this study, the autonomic motivation of the participants was relatively high. This means that their job burnout is less, which is consistent with the conclusion of this study.

The results of this study are consistent with Roth's research results (Richardson et al., 2014). Studies have shown that teachers' autonomous motivation can reduce job burnout and positively correlate with teachers' accomplishment, autonomous and supportive teaching behaviors, and students' autonomous learning motivation. Autonomous motivation refers to conduct with a sense of will and choice, including three types: identification, integration, and internal. In the rules of recognition, people have recognized the importance of an activity and performed the behavior entirely autonomously. The action is deeply internalized and autonomous in total adjustment because it absorbs other aspects of the person himself. In internal adjustment, people perform an activity because it is inherently interesting; therefore, there is no need for internalization. In general, autonomous motivation refers to the characteristics of teachers putting in effort out of interest, happiness, or the value of an action (related to the development and enjoyment of teachers/students). Therefore, it is crucial to improve teachers' professional identity to reduce burnout.

To sum up, the research findings show that teachers' autonomous motivation contributes positively to their job burnout. Similarly, Ryan and Deci (2000) believe that teachers' autonomous motivation is positively related to their sense of accomplishment and negatively related to teaching-related job burnout. Specifically, when teachers voluntarily put a lot of energy into work, they feel vitality and energy. On the contrary, if teachers are put into work for controlled motivation, they will feel burnout (Moller et al., 2006). Meanwhile, Roth's research proves that teachers will experience less fatigue when driven by autonomous motivation. Because they can have fun in teaching and think it is very important. This kind of autonomy in work can make teachers withstand the interference in work and prevent low vitality and fatigue caused by burnout. Therefore, as teachers change from a more controllable motivation to more autonomous motivation, the positive correlation between motivation and sense of accomplishment gradually increases, while the negative correlation with burnout increases on the contrary (Roth et al., 2007)

5.4 Implications for College Manager

5.4.1 Improve the motivation management mechanism

The study results on higher education teachers have allowed participants and school administrators to understand the current motivation status better. Therefore, they can improve their motivation management system and improve the teacher's experience at work. The research findings found that the current vocational teachers in Yunnan are experiencing insufficient external motivation. Therefore, managers should improve the motivation system according to the problems found in the research.

Salary is an important part of external motivation. Suppose the overall salary level of higher vocational teachers can be improved from return. In that case, it will attract more outstanding talents to join the teaching team of colleges and universities, thereby improving the teaching and research level of colleges and universities, promoting the healthy development of colleges and universities, and improving The overall competitiveness of universities. The salary level of university teachers should refer to the price level of the external talent market and should not be lower than the average income level of other industries. Only in this way can the salary level of teachers be improved, the professional competence of teachers can be enhanced, and the personal and social values of university teachers can be fully brought into play. Set the salary standard scientifically and construct a fair and reasonable salary incentive mechanism, which can eliminate unqualified teachers and make excellent teachers loyal to their duties, continuously optimize the structure of teachers, and improve the overall level of teachers. The establishment of a salary incentive mechanism stimulates teachers' enthusiasm for work and improves work efficiency. If the pay gap is too small, it will affect the effectiveness of the incentive mechanism. If the pay gap is too large, it will affect the stability and harmony of universities and cause unfair incidents. Therefore, the salary distribution mechanism must consider both efficiency and fairness. At present, the salary system of Chinese colleges is relatively complete, but the structure is not perfect. It mainly comprises rank salary, post salary,

academic allowance, and performance salary. By adjusting the salary distribution mechanism, the utility and status of performance-based compensation will be enhanced, and the proportion of performance-based compensation will be increased. Combining teachers' performance in teaching, scientific research, and other work, refine the internal structure and formulate performance wage standards in the form of bonuses, subsidies, allowances, and additional salary adjustments. Through continuous improvement of the salary structure, teachers' initiative and initiative are encouraged. When formulating a performance-based salary system, individual differences must be fully considered, and qualitative and quantitative must be combined to ensure the comprehensiveness of the evaluation.

Managers should provide teachers with good career development. Improve the talent growth mechanism, give the teachers supporting system guarantees and technical support, implement scientific research incentives, and improve teachers' research enthusiasm. Improving the quality of school education and the advancement of education requires teachers' development. The development of teachers requires the school to provide a platform. Schools can broaden diversified development paths to ensure that teachers can obtain knowledge from different pieces of training to meet their own development needs. Higher vocational colleges can organize training platforms for corresponding training institutions on campus and can conduct differentiated training for teachers of different majors in higher vocational colleges. Teacher training should be combined with teacher professional development. Teachers can also strengthen exchanges with outside schools through academic exchanges, and teachers can also enrich their knowledge structure by continuing to study in other universities.

Teacher motivation is the basis for hiring promotions, rewards, and punishments in their future career development. Although these motivational works have been practised in higher vocational colleges because the motivation ecology has not been fully established, there are also some misunderstandings in teachers' motivational concepts, so motivation the effect is not apparent. Therefore, the first thing to pay attention to in improving the incentive effect is to change the teacher's motivation concept and cultivate the correct motivation concept of the

teacher. After the job position of higher vocational teachers is determined, it almost means a stable life. Some teachers have lost the corresponding development motivation.

For this reason, these teachers need to break the dependence on the system, pay attention to the cultivation of their sense of competition, and continuously improve themselves. Especially if there is no progress, you must face corresponding punishments. Only this way can some teachers be forced not to be content with the status quo and constantly improve themselves.

The evaluation system is an important aspect of the motivation system. The results of the evaluation determine incentives. Therefore, it is necessary to establish a scientific evaluation system to improve the motivation system. The evaluation system is to define the work of teachers and summarize their contributions. Its purpose is to enable teachers to discover their shortcomings, at the same time to improve their shortcomings and improve work efficiency. In order to ensure the accuracy of the evaluation, the assessment criteria must be targeted. Managers should formulate a reasonable assessment system based on the actual situation of teachers. As teachers' majors and subjects may be different, different assessment standards must be formulated to assess these teachers more objectively.

5.4.2 Prevent worsening job burnout

First, schools need to reduce violations of teacher autonomy. According to the results of this study, the current participants' emotional exhaustion index is relatively high. The main reason for emotional exhaustion is that in addition to the teacher's wishes, it is likely that the school forces teachers to perform too many meaningless tasks, such as meaningless meetings. The meaningless tasks cause teachers' extra workload and work pressure to reduce teachers' enthusiasm for work, and emotional exhaustion occurs. Meanwhile, School administrators must create a harmonious atmosphere for teachers to feel that their work is valuable. Managers must create an equal, friendly, harmonious, and harmonious interpersonal environment and working atmosphere so that teachers can face

students and colleagues with a pleasant mood and a positive attitude. In addition, school leaders must inspire teachers' enthusiasm for work so that every teacher finds a sense of belonging. The college should understand teachers' hardships in actual work and make them feel an atmosphere of being trusted, respected, and understood.

On the other hand, the core of school management is teachers. School leaders formulate the school's management system based on people. Excessive emphasis on the management system of quantitative assessment will cause teachers to lose their initiative and have no enthusiasm for work. In addition, an overly strict system will not stimulate teachers' creativity but will increase teachers' burnout. Therefore, the school system must be rich in connotation, based on fully respecting every teacher, and should not be a constraint to teachers. Establishing a humanized management system to stimulate teachers' enthusiasm effectively prevents teachers' burnout.

In short, teacher burnout is the result of a combination of many factors. In order to prevent the phenomenon of teacher burnout, it is necessary to take multiple approaches, from society, school, leadership to individual. But the most important thing is that teachers should adjust their mentality and effectively deal with various negative pressures. Instead of just relying on changes in external conditions, this is the root cause of teachers to get out of burnout.

5.4.3 Enhance teachers' autonomous motivation to reduce burnout

SDT theory believes individuals can promote autonomous motivation by satisfying the three psychological needs of competence, relatedness, and autonomy (Ryan & Deci, 2000). To improve teachers' motivation may require contextual support for the competence, relatedness, and autonomy of teachers to be promoted, and the lack of such support may have a harmful effect on motivation (Ryan & Deci, 2000; Roth et al., 2007). Competence and relatedness may not be enough to promote the individual's autonomous motivation because when the individual has competence, the individual will promote external regulation due to external factors. Similarly, when individuals want to be

recognized by related people or groups and produce behaviors, this is an introjected regulation rather than autonomous motivation. Only environmental factors that meet autonomy support can simultaneously satisfy competence, relatedness, and autonomy to promote individual autonomy motivation (Richardson et al., 2014). For teachers, environmental support autonomy enables them to work according to their expectations, integrate with external expectations, and engage in work autonomously.

According to research, pressure from contextual will reduce teachers' autonomous motivation. Pelletier et al. (2002) believe that teachers who believe that students, colleagues, and school management will bring pressure have less autonomy. Contextual job pressure has a negative impact on teachers' psychological needs. Thereby reducing the teacher's motivation for autonomy. In the work of teachers, work overload, pressure from students, requirements of colleagues and leaders can all be regarded as contextual work pressure(Fernet et al., (2012, 2013)

On the other hand, As a contextual support factor, the principal's leadership style greatly influences teachers' autonomous motivation(Bono & Judge, 2003). Transformational leadership can increase teachers' autonomy and reduce burnout, while transactional leadership is harmful to teachers' autonomy and is conducive to burnout(Eyal & Roth, 2011).

Therefore, for school administrators, reducing teachers' contextual job pressure and giving contextual support can alleviate their job burnout to a certain extent. Specifically, managers can reduce contextual by reducing work overload and creating a harmonious organizational atmosphere. Meanwhile, the flexibility of the organizational system is very important for teachers. The strict and high-pressure organizational system allows teachers to face the pressure of colleagues and leaders in addition to the pressure of students. This will consume their autonomous motivation and aggravate job burnout.

On the other hand, the college should also give teachers more support in addition to a people-oriented and intellectually inspired leadership style. It is necessary to form a teacher support system in the school because the information support, practical support, and emotional support from colleagues can increase the

teacher's work autonomy, improve personal achievement and job performance desire, and thus reduce work pressure. Therefore, the college should create a good platform for teachers' academic and emotional communication, assist teachers in establishing a good support system, and make it a platform for teachers to communicate and relieve pressure. At the same time, it is also imperative to enhance the professional identity of higher vocational teachers in China. Only when the teacher agrees with his profession will he have autonomous motivation. Managers must establish and improve the honor system for teachers in higher vocational colleges and conduct classified management of the honor system for teachers at all levels. School management should standardize various honor systems to overcome the randomness and subjectivity of honor settings to improve teachers' professional identity.

5.5 Limitations and recommendations

There may be some possible limitations in this study. The cross-sectional study used is a sample survey of the target group within a short period. Although the data can be obtained quickly, the results cannot test the trends of motivation and job burnout because the data is collected at one point in time. In addition, cross-sectional research is also prone to bias. Similarly, because the sampling process is completed within a period, the state of the sample will change over time. Therefore, causality cannot be inferred.

On the other hand, there is relatively little research on teachers' motivation in China, especially quantitative research. Therefore, there is little support for this research. In terms of sample survey, this study only sampled a few more representative cities in Yunnan Province, which impacts the sample's representativeness.

Researchers can use a combination of quantitative research and qualitative research for future research. Through interviews, it is easier to find specific factors that affect teacher burnout and motivation. Research this topic in more depth. On the other hand, future research should analyze the impact of students on teachers' motivation and job burnout. The addition of student factors may make the

research results more comprehensive. In addition, future researchers can use longitudinal research methods to study the changes in teacher motivation and job burnout over time.

5.6 Conclusions

This cross-sectional study explored the professional burnout and motivational characteristics of Yunnan English teachers. This research explores the teaching motivation of higher vocational teachers by using the SDT framework, which has certain application prospects. The research finds the relationship between job burnout and motivation and the influence of autonomous and controllable motivation on job burnout. The quantitative study results showed that the participants showed moderate emotional exhaustion and low levels of depersonalization. Participants showed no risk of burnout. We believe that Most of them have emotional and cognitive interactions at work.

In addition, correlation analysis shows that higher vocational teachers' autonomic and control motivation are negatively correlated with job burnout. The research results show that autonomous motivation impacts the development of higher vocational teachers' job burnout. However, although motivational factors have predictive power for job burnout, they should not be the primary factor.

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APPENDIX A
THE QUESTIONNAIRE OF PROFESSIONAL BURNOUT AND
INCENTIVE MECHANISM OF HIGHER VOCATIONAL TEACHERS
FROM THE PERSPECTIVE OF SELF-DETERMINISM

Dear teacher:

Hello, thank you very much for taking the time to participate in this questionnaire during your busy schedule. This questionnaire is about exploring the relationship between the incentive mechanism of higher vocational teachers and job burnout. Your answers will be of great help to my research conclusions. This questionnaire is anonymous. To ensure the authenticity and scientificity of the research, please fill it out according to your actual situation. Thank you for your participation and support. I wish you success in your work!

Voluntary participation

You understand that participation in this study is voluntary and that if you decide not to participate, you will experience no penalty or loss of benefits to which you would otherwise be entitled. If you decide to participate, you may subsequently change your mind about being in the study and may stop participating at any time. There are no known risks associated with this research

Confidentiality

All information and responses given by you in the research will be kept confidential by the principal investigator and will not be made available to the public unless disclosure is required by law

Data and information obtained from this study will not identify you individually. The data and information may be published or be reused for research purpose not detailed within this consent form. However, your identity will not be disclosed. The original records will be reviewed by the principal investigator and the research team, the UTAR Scientific and Ethical Review Committee and regulatory authorities for the purpose of verifying research procedures and/or data.

When you fill out the questionnaire, it means that you have agreed to participate in the survey.

1. Your gender:

- Male Female

2. Your age range:

- 23~25 26~30 31~40 41~50 51~60

3. Your job title

- Below teaching assistant Teaching assistant lecturer Associate Professor professor other

4. Courses you teach

- Public course Professional Course Other

5. Your job position

- Full-time Part-time Manager&Teacher

Maslach Burnout Inventory - Educators Survey (MBI-ES)

1.I feel used up at the end of the workday.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

2.I feel emotionally drained from my work.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

3.I feel I'm working too hard on my job.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

4.I feel frustrated by my job.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

5.I feel fatigued when I get up in the morning and have to face another day on the job.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

6.I feel burned out from my work.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

7.Working with people all day is really a strain for me.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

8.I feel like I'm at the end of my rope.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

9.Working directly with people puts too much stress on me.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

10.I feel students blame me for their problems.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

11.I've become more callous toward people since I took this job.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

12. I worry that this job is hardening me emotionally.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

13. I don't really care what happens to some students.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

14. I feel I treat some students as if they were impersonal objects.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

15. I feel exhilarated after working closely with my students.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

16. I feel very energetic.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

17. In my work, I deal with emotional problems very calmly.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

18.I can easily understand how my students feel about things.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

19.I have accomplished many worthwhile things in this job.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

20.I deal very effectively with the problems of my students.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

21.I feel I'm positively influencing other people's lives through my work.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

22.I can easily create a relaxed atmosphere with my students.

Never A Few Times a Year or Less Once a Month or Less A Few Times a Month Once a Week A Few Times a Week Everyday

Teacher Motivation Scale

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you put effort into your work.

Why would you put effort into your current job?

1. To get the approval of my superiors, colleagues, students, etc.

not at all very little a little moderately strongly very strongly completely

2. Because other people will respect me more.

not at all very little a little moderately strongly very strongly completely

3. To avoid punishment or criticism.

not at all very little a little moderately strongly very strongly completely

4. Because I will be rewarded financially.

not at all very little a little moderately strongly very strongly completely

5. Because I will get promotion possibilities.

not at all very little a little moderately strongly very strongly completely

6. Because I risk losing my job if I don't put enough effort in it.

not at all very little a little moderately strongly very strongly completely

7. Because I have to prove to myself that I can.

not at all very little a little moderately strongly very strongly completely

8. Because it makes me feel proud of myself.

not at all very little a little moderately strongly very strongly completely

9. Because otherwise I will feel ashamed of myself.

not at all very little a little moderately strongly very strongly completely

10. Because otherwise I will feel bad about myself.

not at all very little a little moderately strongly very strongly completely

11. Because I personally consider it important to put efforts in this job.

not at all very little a little moderately strongly very strongly completely

12. Because putting efforts in this job aligns with my personal values.

not at all very little a little moderately strongly very strongly completely

13. Because putting efforts in this job has personal significance to me.

not at all very little a little moderately strongly very strongly completely

14. Because I have fun doing my job.

not at all very little a little moderately strongly very strongly completely

15. Because what I do in my work is exciting.

not at all very little a little moderately strongly very strongly completely

16. Because the work I do is interesting.

not at all very little a little moderately strongly very strongly completely

17. Because it has become a fundamental part of who I am.

not at all very little a little moderately strongly very strongly completely

18. Because it is part of the way in which I have chosen to live my life.

not at all very little a little moderately strongly very strongly completely

19. Because this job is a part of my life.

not at all very little a little moderately strongly very strongly completely