

APPENDICES

Appendix 1 Index of Item-Objective Congruence (IOC) Rating Form and Results

The following items are included in measures of job demands job resources occupational stress positive coping style physical exhaustion disruptive student and teacher burnout. All projects use a 5-point Likert scale.

Please answer the following question by mark “√” in the space given below. “1” if the item likely procedures the hypothesis and it objective, “0” if the item is unclear to portion the theory and it objective, and “-1” if the article probable doesn’t not degree the paradigm and it objective. In addition, leaving further comment is an advantage for the research.

Construct 1: Job Resources

No.	Item	+1	0	-1	Comment
1	My supervisor provides help and support when needed.				
2	School Administration adequately shares job-related information with teachers.”				
3	The social climate in my workplace is comfortable and relaxed.				

Construct 2: Job Demands

No.	Item	+1	0	-1	Comment
1	Teaching preparation work often requires a long time				
2	Life at school is hectic and there is no time for rest and recovery.				
3	Meetings, administrative work, and documentation take much of the time that should be used for preparing teaching.				

4	Teachers are often burdened with tasks imposed by school administrators that are unrelated to teaching and fall outside their primary professional responsibilities.				
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Construct 3: Occupational Stress

No.	Item	+1	0	-1	Comment
1	I often feel nervous, uneasy, or anxious, and sometimes so overwhelmed by work that it interferes with my sleep.				
2	The pressure of long hours working and unfinished tasks can be major sources of stress."				
3	"Dealing with difficult situations involving students is often emotionally upsetting.				
4	My job also requires continuous learning and adaptation.				
5	At times, challenging student behavior has made me question my competence as a teacher.				

Construct 4: Positive Coping Styles

No.	Item	+1	0	-1	Comment
1	I am able to control the pace of my work, even within a busy teaching schedule.				
2	I can set boundaries for the tasks I take on.				
3	I am aware of when it's necessary to adjust my work pace.				
4	I believe that work-related stress can be managed effectively.				

Construct5 : Physical Exhaustion

No.	Item	+1	0	-1	Comment
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1	I often feel burnt out from the demands of my work.				
2	At this pace, I don't think I'll be able to continue until retirement.				
3	Compared to my peers, I feel in worse health.				
4	By the end of the workday, I feel completely drained.				

Construct 6: Disruptive Students

No.	Item	+1	0	-1	Comment
1	Managing student behavior requires significant time and effort.				
2	My teaching is often disrupted by students who struggle with self-discipline.				
3	Some students with behavioral issues frequently miss classes or have difficulty following the planned schedule.				
4	Many of my students show little interest or motivation when it comes to their schoolwork.				

Construct 7: Teacher Burnout

No.	Item	+1	0	-1	Comment
1	I sometimes question the value of my work.				
2	Teaching often feels exhausting.				
3	I frequently feel emotionally drained by my responsibilities.				

Result of Index of Item-Objective Congruence (IOC) Rating

Construct No	Item No	Rating from experts			$\sum R$	IOC $\frac{\sum R}{N}$	Result
		1 st Expert	2 nd Expert	3 rd Expert			
1	1	1	1	1	3	1	Pass
	2	1	1	0	2	0.67	Pass
	3	1	1	1	3	1	Pass
2	1	1	1	1	3	1	Pass
	2	1	1	1	3	1	Pass
	3	1	1	1	3	1	Pass
3	1	0	1	1	2	0.67	Pass
	2	1	1	1	3	1	Pass
	3	1	1	1	3	1	Pass
4	1	1	1	1	3	1	Pass
	2	1	0	1	2	0.67	Pass
	3	1	1	1	3	1	Pass
5	1	1	1	1	3	1	Pass
	2	1	0	1	2	0.67	Pass
	3	0	1	1	2	0.67	Pass
6	1	1	1	1	3	1	Pass
	2	0	1	1	2	0.67	Pass
	3	1	0	1	2	0.67	Pass
7	1	1	1	1	3	1	Pass
	2	1	1	1	3	1	Pass
	3	1	1	1	3	1	Pass

Appendix 2 Questionnaire – English Version

The influencing factors of public basic course teachers' job burnout in Hubei region of China. The questionnaire was developed as part of the researcher's personal academic research. The purpose of this questionnaire is to understand the influencing factors of public basic course teachers' job burnout in colleges and universities in Hubei

province. The purpose of this questionnaire is to understand the influencing factors of public basic course teachers' job burnout in colleges and universities in Hubei province.

Designed to explore the influencing factors of job burnout among public basic course teachers in Hubei's higher education institutions, this questionnaire is theoretically anchored in the "Job Demands - Resources" (JD - R) model by Bakker and Demerouti (2007), the "Effort - Reward Imbalance" (ERI) model by Siegrist (1986), and the Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (1994), complemented by insights from prior research by Cano-García et al. (2005) and Pyhäntö et al. (2011). The JD - R and ERI models frame the investigation of work - related imbalances and disproportionate rewards, while SCCT delves into psychological determinants; the additional research informs considerations of personality - situation interactions and work environment fit. Structured into screening questions, a five - point Likert scale, and demographic items, the questionnaire, estimated to take five minutes to complete, ensures efficient data collection. All responses will be treated confidentially for exclusive academic use, aiming to comprehensively identify key factors contributing to teacher burnout.

Instructions: Please put a checkmark ✓ in the box in front of your answer.

PART 1: SCREENING QUESTIONS

1. Are you a public basic course teacher in a university in Hubei Province?

- ☐ Yes (Please go to the next question)
- ☐ No (Thank you for your time and please return the questionnaire to the researcher)
2. Do you have at least one semester of public elementary teaching experience?
- ☐ Yes, I have taught a public foundation course for at least one semester.
- ☐ No (Please return the questionnaire to the researcher)

PART 2: DEMOGRAPHIC INFORMATION

1. What's your gender?

- ☐ Male ☐ Female

2. How old are you?

- ☐ 22-30 years old ☐ 31-40years old ☐ 41-50years old ☐ Over 51 years old

3. Are you married?

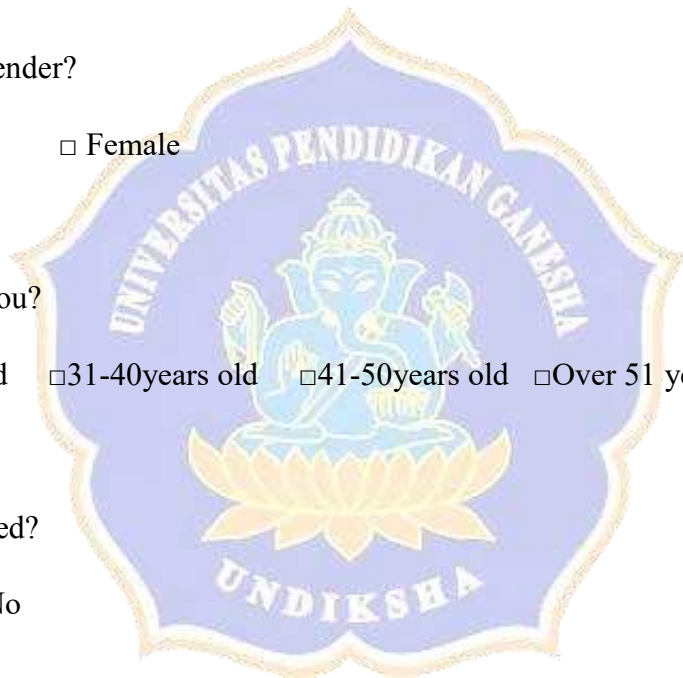
- ☐ Yes ☐ No

4. What subject do you teach?

- ☐ Political education course ☐ College English course
- ☐ Computer basic course ☐ Physical education and health courses
- ☐ Other courses

5. How long have you been teaching a common foundation course?

- ☐ At least one semester ☐ one year ☐ 4 to 10 years ☐ More than 10 years



PART3: MEASUREMENT OF VARIABLES

Please rate your opinion of each following statement by putting a checkmark ✓ in the box

which mostly corresponds to your answer.

A five-point Likert scale is used for measurement of variables as follows:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Statements	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Job Resources (JR)					
My supervisor provides help and support when needed.					
School Administration adequately shares job-related information with teachers.”					
The social climate in my workplace is comfortable and relaxed.					
Job Demands (JD)					
Teaching preparation work often requires a long time					
Life at school is hectic and there is no time for rest and recovery.					
Meetings, administrative work, and documentation take much of the time that should be used for preparing teaching.					
Teachers are often burdened with tasks imposed by school administrators that are unrelated to teaching and fall outside their primary professional responsibilities.					
Occupational Stress (OS)					
I often feel nervous, uneasy, or anxious, and sometimes so overwhelmed by work that it interferes with my sleep.					
The pressure of long hours working and unfinished tasks can be major sources of stress.”					
“Dealing with difficult situations involving students is often emotionally upsetting.					

My job also requires continuous learning and adaptation.					
At times, challenging student behavior has made me question my competence as a teacher.					
Positive Coping Styles (PCS)					
I am able to control the pace of my work, even within a busy teaching schedule.					
I can set boundaries for the tasks I take on.					
I am aware of when it's necessary to adjust my work pace.					
I believe that work-related stress can be managed effectively.					
Physical Exhaustion (PE)					
I often feel burnt out from the demands of my work.					
At this pace, I don't think I'll be able to continue until retirement.					
Compared to my peers, I feel in worse health.					
By the end of the workday, I feel completely drained.					
Disruptive Students (DS)					
Managing student behavior requires significant time and effort.					
My teaching is often disrupted by students who struggle with self-discipline.					
Some students with behavioral issues frequently miss classes or have difficulty following the planned schedule.					
Many of my students show little interest or motivation when it comes to their schoolwork.					
Teacher Burnout (TB)					
I sometimes question the value of my work.					
Teaching often feels exhausting.					
I frequently feel emotionally drained by my responsibilities.					

Appendix 3 Questionnaire – Chinese Version

湖北地区公共基础课教师职业倦怠的影响因素该问卷是作为研究者个人学术研究的一部分而开发的。本问卷旨在了解湖北省高校公共基础课教师职业倦怠的影响因素。本问卷旨在了解湖北省高校公共基础课教师职业倦怠的影响因素。

本问卷旨在探讨湖北省高校公共基础课教师工作倦怠的影响因素，其理论依据为 Bakker 和 Demerouti（2007）的“工作需求-资源”（JD - R）模型、Siegrist（1986）的“努力-回报不平衡”（ERI）模型和 Lent、Brown 和 Hackett（1994）的社会认知职业理论（SCCT）。并辅以 Cano-García 等人（2005 年）和 Pyhältö 等人（2011 年）先前研究的见解。JD - R 和 ERI 模型对与工作相关的不平衡和不成比例的奖励进行了调查，而 SCCT 则深入研究了心理决定因素；额外的研究告知考虑个性-情境互动和工作环境适合。问卷结构分为筛选问题，五点李克特量表和人口统计项目，估计需要五分钟才能完成，确保有效的数据收集。所有回答将被保密，仅供学术使用，旨在全面确定导致教师职业倦怠的关键因素。

说明：请在您的答案前的方框中打勾✓。

第 1 部分：筛选问题

1、你是湖北省某高校公共基础课教师吗？

☐是（请转下一个问题）

☐否（感谢您抽出宝贵时间，请将问卷发回给研究人员）

2. 你至少有一学期的公共基础教学经验？

☐是的，我教过至少一个学期的公共基础课程。

☐否（请将问卷返回给研究者）

第 2 部分：人口统计信息

1. 你的性别是？

☐男

☐女

2. 你多大了？

☐22-30 岁 ☐31-40 岁 ☐41-50 岁 ☐50 岁以上

3. 你结婚了吗？

☐是的

☐没有

4. 你教什么科目？

☐政治教育课

☐大学英语课

☐计算机基础课

☐体育与健康课 ☐其他

5. 你教公共基础课程多久了？

☐至少一学期

☐一学年

☐4 年至 10 年

☐10 年以上

第三部分：变量的测量

请在方框内打勾✓，评价您对以下每项陈述的看法

这主要对应于您的答案。

五点李克特量表用于测量变量如下：

1 = 非常不同意, 2 = 不同意, 3 = 中立, 4 = 同意, 5 = 非常同意

陈述	很不同意	不同意	一般	同意	很同意
	1	2	3	4	5
工作资源					
我的主管在需要时提供帮助和支持。					
学校管理部门与教师充分分享工作相关信息。					
我工作场所的社交氛围是舒适、轻松的。					
工作要求					
教学准备工作往往需要很长时间。					
学校生活是忙乱的, 没有时间休息和恢复。					
会议、行政工作和文件工作占用了大量本应用于准备教学的时间。					
教师经常承担学校管理人员强加的与教学无关的任务, 这些任务超出了他们的主要专业职责。					
职业压力					
我经常感到紧张、不安或焦虑, 有时工作压力太大, 影响了我的睡眠。					
长时间工作和未完成任务的压力可能是压力的主要来源。					
处理涉及学生的困难情况通常会让人情绪低落。					
我的工作也需要不断的学习和适应。					
有时, 具有挑战性的学生行为使我质疑自己作为一名教师的能力。					
积极应对方式					
即使在繁忙的教学日程中, 我也能控制自己的工作节奏。					
我可以为我承担的任务设定界限。					
我知道什么时候需要调整我的工作节奏。					
我相信工作压力是可以有效管理的。					
体力衰竭					
我经常因为工作的繁重而感到精疲力竭。					
照这样下去, 我想我不能一直干到退休。					

与同龄人相比，我觉得自己的健康状况更差。					
一天工作结束时，我感到筋疲力尽。					
破坏性的学生					
管理学生的行为需要大量的时间和精力。					
我的教学经常被那些难以自律的学生打断。					
一些有行为问题的学生经常缺课或难以按计划上课。					
我的许多学生对他们的功课缺乏兴趣或动力。					
教师职业倦怠					
我有时会质疑我工作的价值。					
教书常常让人筋疲力尽。					
我经常因责任而感到情绪低落。					

