

Impact of Occupational Burnout on the Professional Identity and Self-efficacy of Physical Education Teachers

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Abstract: Occupational burnout is a hot research topic in the field of education. This study targets physical education teachers, surveying 226 physical education teachers from 10 universities in Guangxi Province, China, to assess levels of occupational burnout, professional identity, and self-efficacy, drawing the following conclusions: (1) The overall level of occupational burnout among physical education teachers is "Evident", with dimension indicators ranked from highest to lowest as follows: Personal Accomplishment, Emotional Exhaustion, and Deindividuation. This indicates that occupational burnout is a significant and concerning issue among respondents, with emotional fatigue and moderate personal achievement being the main factors. (2) The analysis of the respondents' demographic characteristics indicates that there are significant differences in occupational burnout among physical education teachers of different professional titles. (3) The overall level of professional identity among physical education teachers is "Evident", with dimension indicators ranked from highest to lowest as follows: Norm identity, Continuous identity, and Emotional identity. This indicates that their professional roles significantly influence their self-perception and identity. (4) The analysis of the respondents' demographic characteristics indicates significant differences in professional identity among physical education teachers of different Ages, Educational backgrounds, Teaching experiences, Professional titles, and Marital statuses. (5) The overall level of self-efficacy among physical education teachers is "Evident", with dimension indicators ranked from highest to lowest as follows: Personal efficacy, Teaching efficacy. This indicates that respondents generally have a high level of self-efficacy, showing confidence in their personal and professional abilities. (6) The analysis of the respondents' demographic characteristics indicates significant differences in self-efficacy among physical education teachers of different Ages, Educational backgrounds, and Teaching experiences. (7) There is a significant positive correlation between the overall occupational burnout of physical education teachers and both personal efficacy and overall self-efficacy, indicating that higher levels of burnout are correlated with higher levels of self-efficacy in these dimensions. (8) There is a positive correlation between the overall occupational burnout of physical education teachers and all dimensions of professional identity, indicating that higher levels of burnout are associated with stronger professional identity in these areas.

Keywords: Physical Education Teachers, Occupational Burnout, Professional Identity, Self-efficacy.

1. Introduction

The phenomenon of occupational burnout exists among employees in various industries in society, primarily occurring in fields that serve people. In recent years, international research on occupational burnout has extended to the field of education, making it a common research hotspot in both education and psychology worldwide. Teacher occupational burnout not only affects the enhancement of teachers' professional identity and self-efficacy but also hinders the healthy development of education, potentially leading to severe physical and mental illnesses, provoking aversion to teaching, and causing significant issues such as teacher attrition. Therefore, issues related to teacher occupational burnout deserve attention.

In the existing research findings, we can also observe that there are certain potential correlations between occupational burnout and professional identity, occupational burnout and self-efficacy, and professional identity and self-efficacy. Therefore, studying the relationship between occupational burnout, professional identity, and self-efficacy among physical education teachers is of positive significance and value for the development of both individual and groups of physical education teachers, as well as for the development of sports and education in China. This study aims to explore the

current status of occupational burnout, professional identity, and self-efficacy among physical education teachers, and then analyze the correlations between occupational burnout, professional identity, and self-efficacy.

2. Literature Review

(1) Current Research Status of Occupational Burnout Among Physical Education Teachers

Occupational burnout among physical education teachers is an extension of the definition of occupational burnout by researchers, providing a detailed explanation and discussion of burnout. Jiang Guangtian (2021) defines burnout among physical education teachers as the emotional, attitudinal, and behavioral exhaustion that occurs when the stress from work exceeds an individual's coping capacity. Due to the unique nature of the physical education teaching profession and the influence of environmental factors, social status, income levels, and other factors, physical education teachers are particularly prone to occupational burnout.

Guo Hui's (2019) research suggests that primary and secondary school physical education teachers face unprecedented work pressure, making their occupational burnout an unignorable social issue. Liao Wenxiu (2019) conducted research from three perspectives: social, family, and school, and found that teachers' occupational burnout is

mainly caused by a sense of personal achievement and is influenced by social pressure, personal psychology, and work environment. Liu Yujia's (2020) research shows that the emergence of occupational burnout among college physical education teachers not only harms their mental and psychological health but also affects the quality and efficiency of college physical education teaching activities.

(2) Current Research Status of Physical Education Teachers' Professional Identity

The professional identity of physical education teachers is an extension of professional identity. Thomas (2018) believes that professional identity is the interaction of teachers at the professional, personal, environmental, and institutional levels. Tang Jin (2013) believes that teachers' professional identity gradually develops through their teaching experiences. Huang Wenlong (2020) believes that teachers' subjective perception and judgment of their profession develop through educational practice and social interactions.

Macdonald & Kirk (1999) found that although physical education teachers have heavy workloads, they are mistakenly perceived by outsiders as having easy jobs. The low social and school status of physical education teachers results in a lack of authoritative discourse during school, leading to various work-related troubles. Chen Zuxue & Qu Jing (2020) conducted a survey of 488 in-service middle school physical education teachers. They found that the overall professional identity of middle school physical education teachers is generally good, but there are significant differences in the levels of professional identity among different groups based on gender, work location, age, education, and professional titles. Wang Aozhou (2020), through a study on the current status and influencing factors of professional identity among rural elementary school physical education teachers in Xinyang, believes that the main factors affecting professional identity include school factors, teachers' personal factors, social factors, and government factors.

(3) Current Research Status on Physical Education Teachers' Self-Efficacy

The concept of self-efficacy among physical education teachers is mainly an extension of the general concept of self-efficacy. Dembo & Gibson classified teachers' teaching efficacy into personal efficacy and general teaching efficacy based on teachers' self-perception and the extent of their influence on students' learning. Dong Shugong (2021) et al. believe that teachers' self-efficacy is their judgment, belief, or feeling about their ability to perform a specific teaching activity at a certain level. Peng Bo (2022) defines physical education teachers' self-efficacy as their self-judgment, belief, and feeling about their own teaching abilities and classroom management skills.

Eyal Weissblu et al. (2019) explored the impact of practical experience on physical education teachers' self-efficacy. They found that practical experience helps students enhance their self-efficacy and increases their confidence in their professional mission. Practical experience brings positive teaching and learning challenges, making pre-service teachers active participants and contributing to their professional development. An Yi et al. (2021) conducted a survey on the factors influencing teachers' self-efficacy in China, Japan, and South Korea. They found that teaching experience, teaching practice, subject atmosphere, teacher-student relationships, job satisfaction, and teaching social utility motivation are significantly related to teachers' self-efficacy in these regions.

(4) Research on the Relationship between Job Burnout, Professional Identity, and Self-Efficacy

Gaziel (1995) used questionnaires to study the relationship between professional identity and job burnout, concluding that there is a negative correlation between teachers' professional identity and job burnout. The higher the professional identity, the lower the degree of job burnout; conversely, the lower the professional identity, the higher the degree of job burnout. It was suggested to improve professional identity through professional training and career planning. Cheng Xian (2018) used job burnout as a mediator to study the relationship between professional identity and turnover among primary and secondary school physical education teachers. The study concluded that professional identity can directly influence teachers' turnover intentions and can also indirectly affect turnover intentions through job burnout.

Deschenes and Capovilla (2016) demonstrated in their study that self-efficacy has a positive effect on regulating employees' mental health at work and found that self-efficacy helps to prevent job burnout and has a predictive role. Li Yang (2016) surveyed 182 middle school physical education teachers and found that self-efficacy in physical education teachers is negatively correlated with the three dimensions of job burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). Tang Tian and Chen Ning (2022) surveyed 11,831 teachers and found that self-efficacy is significantly negatively correlated with teachers' job burnout and with each dimension of burnout.

Synthesis.

In summary, it can be understood that research on teachers' job burnout, professional identity, and self-efficacy, both domestically and internationally, is relatively thorough and has achieved abundant results, laying a solid foundation for future research. Existing research results indicate that the overall levels of job burnout, professional identity, and self-efficacy among physical education teachers are relatively high. Based on summarizing existing research results on physical education teachers' job burnout, professional identity, and self-efficacy, this study further focuses on the impact of job burnout on physical education teachers' professional identity and self-efficacy. Through a questionnaire survey, it investigates the current status of physical education teachers' job burnout, professional identity, and self-efficacy, further analyzes the relationships among these three factors, and proposes beneficial influence mechanisms.

3. Methodology

3.1. Research Design

This study employs quantitative research methods. Quantitative research utilizes descriptive and correlational designs to systematically measure and analyze the relationships between occupational burnout, professional identity, and self-efficacy among physical education teachers. This approach also helps to examine differences among various demographic characteristics. The aim of this study is to provide a comprehensive understanding of the subject.

3.2. Research Subjects and Locations

The participants of this study are in-service physical education teachers from 10 universities in Guangxi Province, China. The survey was conducted in the second semester of the 2023-2024 academic year at 10 universities in Guangxi

Province, including Guangxi University, Guangxi Normal University, Guilin University of Technology, Guangxi Medical University, Guangxi University for Nationalities, Guilin University of Electronic Technology, Nanning Normal University, Guangxi Traditional Chinese Medical University, Guangxi University of Finance and Economics, and Guangxi University of Science and Technology, because these are the top 10 public universities in Guangxi.

3.3. Sampling Method

This study employs random sampling method. By accessing the official websites of 10 universities in Guangxi Province and through phone inquiries to these universities, the total number of in-service physical education teachers in these 10 universities was found to be 522. The sample size was calculated using Slovin's formula as $n = N / (1 + Ne^2)$, where n is the sample size, N is the total number of samples, and e is the permissible error, which is applicable when the number and distribution of respondents are known.

Through the formula: $n = N / (1 + Ne^2)$, the total number of respondents is known to be 522, assuming that e is set to 0.05, according to the formula, we can get the sample size $n = 226$.

Therefore, according to the top ten universities and distribution in Guangxi Province, a sample size of 226 in-service physical education teachers in 10 universities was selected for the study.

Table 1. Distribution of Physical Education Teachers' Respondents in 10 Universities in Guangxi Province

Universities	Teacher/N
1. Guangxi University	24
2. Guangxi Normal University	53
3. Guilin university of technology	15
4. Guangxi Medical University	15
5. Guangxi Minzu University	24
6. Guilin University Of Electronic Technology	21
7. Nanning Normal University	21
8. Guangxi University of Chinese Medicine	12
9. Guangxi University of Finance and Economics	17
10. Guangxi University of Science and Technology	24
Total:	226

3.4. Research Instrument

This study mainly employs the questionnaire survey method for specific research.

(1) "Physical Education Teachers' Occupational Burnout Scale"

This study uses the Occupational Burnout Scale for College Physical Education Teachers developed by Li Guohong and Wang Linan (2008). The scale consists of 19 items, including three dimensions: emotional exhaustion, deindividuation, and personal accomplishment. Using the Likert 4-point scoring method, the higher the total average score measured, the higher the level of occupational burnout. The Cronbach's alpha coefficient of this questionnaire is 0.864, indicating high internal consistency and high reliability of the questionnaire.

(2) "Physical Education Teachers' Professional Identity Scale"

This study uses the Professional Identity Scale for College Physical Education Teachers developed by Tang Guojie (2009). The scale consists of 15 items, including three dimensions: emotional identity, continuous identity, and norm identity. The questionnaire uses the Likert 4-point scoring method, and the higher the total average score measured, the

higher the level of professional identity. The Cronbach's alpha coefficient of the questionnaire is 0.813, with reliability indicators meeting the requirements of psychometrics.

(3) "Self-Efficacy Scale"

This study uses the Chinese version of the General Self-Efficacy Scale (GSES) translated and revised by Wang Caikang, with an internal consistency of 0.91, showing high reliability and validity, and has been repeatedly validated in extensive application by researchers. The scale contains 10 items, including two dimensions: teaching efficacy and personal efficacy. The questionnaire uses the Likert 4-point scoring method, and the higher the total average score measured, the higher the level of self-efficacy.

3.5. Data Analysis

Data were entered and coded in Microsoft Excel. Meanwhile, all data were calculated and analysed using SPSS 25.0, and the main methods involved included descriptive statistics, independent samples t-test, one-way ANOVA, correlation analysis, and other statistical methods to ensure an in-depth exploration of the research objectives.

For the analysis of data, the following 4-point rating Likert's scale were used to convert mean point value to its descriptive equivalent.

Table 2. Interpretation

Scale	Limit/Ranges	Verbal Description/ Interpretation
4	3.51-4.00	Highly Evident
3	2.51-3.50	Evident
2	1.51-2.50	Slightly Evident
1	1-1.50	Not Evident

By calculating the mean and standard deviation, it is possible to understand clearly the scores of participants in questionnaire regarding occupational burnout, professional identity, and self-efficacy. Furthermore, this study employs independent t-tests and analysis of variance (ANOVA) to explore potential differences in occupational burnout, professional identity, and self-efficacy among physical education teachers across various demographic variables (sex, age, educational attainment, teaching experience, professional title, marital status, and monthly income). Meanwhile, Pearson correlation coefficient (r) is used to quantify the relationship between occupational burnout, professional identity, and self-efficacy among physical education teachers.

4. Results and Analyses

4.1. Assessment and Analysis of Physical Education Teachers' Burnout

Table 3. Summary of Occupational Burnout

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Emotional Exhaustion	2.83	0.61	Evident	2
Deindividuation	2.04	0.48	Slightly Evident	3
Personal Accomplishment	2.90	0.60	Slightly Evident	1
Teacher Burnout	2.32	0.36	Evident	-

Scale: 1-1.50 Not Evident; 1.51-2.50: Slightly Evident; 2.51-3.50: Evident; 3.51-4.00: Highly Evident.

Table 3 presents a summary of occupational burnout among the respondents, encapsulating the overall assessment through three key indicators: Emotional Exhaustion, Deindividuation, and Personal Accomplishment. Each indicator is evaluated based on its mean score, standard deviation (SD), verbal description, and rank.

The indicator with the highest mean score is "Personal Accomplishment," which has a mean of 2.90 and an SD of 0.60. Despite being the highest, it is described as "Slightly Evident," indicating that respondents feel a moderate sense of accomplishment in their roles, though not overwhelmingly strong.

"Emotional Exhaustion" follows closely with a mean score of 2.83 and an SD of 0.61, described as "Evident." This indicates that emotional exhaustion is a significant issue among respondents, marking it as a high-ranking factor in overall burnout.

"Deindividuation" has the lowest mean score among the three indicators, with a mean of 2.04 and an SD of 0.48. It is described as "Slightly Evident," suggesting that while there are some signs of deindividuation, it is not as prominent as emotional exhaustion.

Combining these indicators, the overall "Teacher Burnout" is summarized with a mean score of 2.32 and an SD of 0.36, which is described as "Evident." This overall score signifies that burnout is a noticeable and concerning issue among the respondents, with emotional exhaustion and a moderate sense of personal accomplishment being the primary contributors.

The summary indicates that teacher burnout is evident, particularly in emotional exhaustion and deindividuation, but less so in personal accomplishment. This comprehensive view aligns with existing research that suggests burnout is multifaceted, involving emotional, attitudinal, and behavioral components (Freudenberger, 1974; Maslach, 1986).

4.2. Assessment and Analysis of Physical Education Teachers' Professional Identity

Table 4. Summary of Professional Identity

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Emotional Identity	2.17	0.28	Slightly Evident	3
Continuance Identity	2.79	0.54	Evident	2
Norm Identity	3.13	0.55	Evident	1
Personal Identity	2.70	0.33	Evident	-

Scale: 1-1.50 Not Evident; 1.51-2.50: Slightly Evident; 2.51-3.50: Evident; 3.51-4.00: Highly Evident.

Table 4 presents a summary of the professional identity of physical education teachers, consolidating the assessments into four key indicators: Emotional Identity, Continuance Identity, Norm Identity, and Personal Identity. Each indicator is evaluated based on its mean score, standard deviation (SD), verbal description, and rank.

The highest mean score is associated with Norm Identity, which has a mean of 3.13 and an SD of 0.55. This indicator is described as "Evident" and ranks first. It reflects a strong normative commitment among the respondents, indicating their belief in the responsibility and moral obligation to remain dedicated to their profession as physical education teachers.

Continuance Identity follows with a mean score of 2.79 and an SD of 0.54, also described as "Evident," and ranked second. This suggests that respondents feel a significant sense of continuance commitment, perceiving that changing careers would be challenging and disruptive due to their investment and potential loss associated with leaving the profession.

Emotional Identity has a mean score of 2.17 and an SD of 0.28, described as "Slightly Evident," and ranked third. This indicates a moderate sense of positive emotional identity associated with being a physical education teacher, with respondents showing some pride in their work, although negative sentiments such as regret and dislike are also present.

Overall, Personal Identity has a mean score of 2.70 and an SD of 0.33, categorized as "Evident." This reflects a general sense of professional identity among the respondents, indicating that their professional roles significantly influence their self-perception and identity.

In summary, the professional identity of physical education teachers is strongly characterized by normative and continuance commitments, with moderate emotional identity and a clear overall personal identity. This suggests that while they feel a strong sense of duty and continuity in their roles, their emotional attachment to the profession is somewhat less pronounced.

The summary indicates that teachers' professional identity is evident, particularly in the areas of norm identity and continuance identity. This comprehensive view supports the literature suggesting that professional identity is multi-dimensional, involving emotional, normative, and continuance components (Ibarra, 1999).

4.3. Assessment and Analysis of Physical Education Teachers' Self-Efficacy

Table 5. Summary of Self-Efficacy of Teachers

Indicators	Mean	SD	Verbal Description/ Interpretation	Rank
Teaching Efficacy	2.75	0.41	Evident	2
Personal Efficacy	3.06	0.47	Evident	1
Self-Efficacy	2.90	0.39	Evident	-

Scale: 1-1.50 Not Evident; 1.51-2.50: Slightly Evident; 2.51-3.50: Evident; 3.51-4.00: Highly Evident.

Table 5 provides a summary of the self-efficacy of teachers, consolidating the assessments into two main indicators: Teaching Efficacy and Personal Efficacy. Each indicator is evaluated based on its mean score, standard deviation (SD), verbal description, and rank.

The highest mean score is associated with Personal Efficacy, which has a mean of 3.06 and an SD of 0.47. This indicator is described as "Evident" and ranks first. This suggests a high level of confidence among respondents in their personal capabilities to solve problems, face difficulties calmly, and handle various challenges effectively.

Teaching Efficacy follows with a mean score of 2.75 and an SD of 0.41, also described as "Evident," and ranked second. This indicates that respondents feel capable of solving problems related to their teaching, dealing with unexpected events, and achieving their goals despite challenges.

Overall, the self-efficacy mean score is 2.90 with a standard deviation of 0.39, which falls under the "Evident" category. This suggests a generally high level of self-efficacy among the respondents, indicating that they feel confident in their

abilities both personally and professionally.

The summary shows that both teaching and personal efficacy are evident among teachers, suggesting overall high self-efficacy. This finding aligns with research indicating that self-efficacy is a significant predictor of teaching performance and satisfaction (Gibson & Dembo, 1984).

4.4. Correlation Analysis of Physical Education Teachers' Burnout and Self-efficacy

Table 6. Relationship between Occupational Burnout and Self-Efficacy of Teachers

Variable	Bivariate Statistical Test	Teaching Efficacy	Personal Efficacy	Self-Efficacy
Emotional Exhaustion	Pearson r	0.03	0.15*	0.11
	Sig. (2-tailed)	0.63	0.03	0.11
Deindividualization	Pearson r	-0.09	-0.30*	-0.23*
	Sig. (2-tailed)	0.20	0.00	0.00
Personal Accomplishment	Pearson r	0.13	0.40*	0.31*
	Sig. (2-tailed)	0.06	0.00	0.00
Occupational Burnout	Pearson r	0.05	0.17*	0.13*
	Sig. (2-tailed)	0.45	0.01	0.05

*Significant at 0.05.

Table 6 examines the relationship between occupational burnout and self-efficacy among teachers, using Pearson correlation coefficients (r) and their significance levels (p-values) for three dimensions of self-efficacy: Teaching Efficacy, Personal Efficacy, and overall Self-Efficacy. The analysis includes correlations for emotional exhaustion, deindividualization, personal accomplishment, and overall occupational burnout.

In terms of emotional exhaustion, the correlation with Teaching Efficacy is 0.03, with a p-value of 0.63, indicating no significant relationship. However, emotional exhaustion shows a significant positive relationship with Personal Efficacy, with a correlation of 0.148 and a p-value of 0.03. The correlation between emotional exhaustion and overall Self-Efficacy is 0.11, with a p-value of 0.11, indicating no significant relationship.

Deindividualization, on the other hand, shows a different pattern. The correlation with Teaching Efficacy is -0.09, with a p-value of 0.20, indicating no significant relationship. However, there is a significant negative relationship between deindividualization and Personal Efficacy, with a correlation of -0.30 and a p-value of 0.00. Similarly, the correlation with overall Self-Efficacy is -0.23, with a p-value of 0.00,

indicating a significant negative relationship. This suggests that higher levels of deindividualization are associated with lower levels of self-efficacy.

Personal accomplishment shows a positive relationship with self-efficacy. The correlation with Teaching Efficacy is 0.13, with a p-value of 0.06, indicating a marginally non-significant relationship. However, the relationship with Personal Efficacy is significantly positive, with a correlation of 0.40 and a p-value of 0.00. The correlation with overall Self-Efficacy is 0.31, with a p-value of 0.00, indicating a significant positive relationship. This suggests that higher levels of personal accomplishment are associated with higher levels of self-efficacy.

Overall occupational burnout shows mixed relationships with self-efficacy. The correlation with Teaching Efficacy is 0.05, with a p-value of 0.45, indicating no significant relationship. However, there is a significant positive relationship with Personal Efficacy, with a correlation of 0.17 and a p-value of 0.01. The correlation with overall Self-Efficacy is 0.13, with a p-value of 0.05, indicating a significant positive relationship. This suggests that higher levels of overall occupational burnout are somewhat related to higher levels of personal and overall self-efficacy.

In summary, the analysis reveals that emotional exhaustion is significantly positively correlated with Personal Efficacy but not with Teaching Efficacy or overall Self-Efficacy. Deindividualization has significant negative correlations with both Personal Efficacy and overall Self-Efficacy, indicating that higher deindividualization is associated with lower self-efficacy. Personal accomplishment is significantly positively correlated with both Personal Efficacy and overall Self-Efficacy, suggesting that higher personal accomplishment is associated with higher self-efficacy. Overall occupational burnout has a significant positive correlation with Personal Efficacy and overall Self-Efficacy, indicating that higher burnout levels are somewhat related to higher self-efficacy in these dimensions.

The table shows significant correlations between certain dimensions of burnout and self-efficacy. For instance, higher emotional exhaustion is associated with lower personal efficacy, while higher personal accomplishment correlates with higher self-efficacy. This supports the literature indicating that self-efficacy can mitigate burnout (Leiter, 1992; Chwalisz et al., 1992)

4.5. Correlation Analysis of Physical Education Teachers' Burnout and Professional Identity

Table 7. Relationship between Occupational Burnout and Professional Identity

Variable	Bivariate Statistical Test	Emotional Identity	Continuance Identity	Norm Identity	Personal Identity
Emotional Exhaustion	Pearson r	0.15*	0.37*	0.30*	0.41*
	Sig. (2-tailed)	0.02	0.00	0.00	0.00
Deindividualization	Pearson r	0.17*	0.03	-0.30*	-0.10
	Sig. (2-tailed)	0.01	0.69	0.00	0.12
Personal Accomplishment	Pearson r	0.03	0.36*	0.52*	0.49*
	Sig. (2-tailed)	0.69	0.00	0.00	0.00
Occupational Burnout	Pearson r	0.18*	0.42*	0.32*	0.46*
	Sig. (2-tailed)	0.01	0.00	0.00	0.00

*Significant at 0.05.

Table 7 explores the relationship between occupational burnout and professional identity, using Pearson correlation

coefficients (r) and significance levels (p-values) for four dimensions of professional identity: Emotional Identity,

Continuance Identity, Norm Identity, and Personal Identity. The analysis includes correlations for emotional exhaustion, deindividuation, personal accomplishment, and overall occupational burnout.

Emotional exhaustion shows significant positive correlations with all dimensions of professional identity. Specifically, the correlation with Emotional Identity is 0.15 (p-value = 0.02), with Continuance Identity is 0.37 (p-value = 0.00), with Norm Identity is 0.30 (p-value = 0.00), and with Personal Identity is 0.41 (p-value = 0.00). These results indicate that higher levels of emotional exhaustion are associated with stronger professional identity across all these dimensions.

Deindividuation presents a different pattern. It has a significant positive correlation with Emotional Identity ($r = 0.17$, p-value = 0.01), indicating that higher deindividuation is associated with stronger emotional identity. However, it shows no significant correlation with Continuance Identity ($r = 0.03$, p-value = 0.69) and a significant negative correlation with Norm Identity ($r = -0.30$, p-value = 0.00), suggesting that higher deindividuation is associated with weaker norm identity. The correlation with Personal Identity is -0.10 (p-value = 0.12), indicating no significant relationship.

Personal accomplishment shows significant positive correlations with three dimensions of professional identity. The correlation with Continuance Identity is 0.36 (p-value = 0.00), with Norm Identity is 0.52 (p-value = 0.00), and with Personal Identity is 0.49 (p-value = 0.00). There is no significant correlation with Emotional Identity ($r = 0.03$, p-value = 0.69). These results suggest that higher personal accomplishment is associated with stronger continuance, norm, and personal identity.

Overall occupational burnout also shows significant positive correlations with all dimensions of professional identity. The correlation with Emotional Identity is 0.18 (p-value = 0.01), with Continuance Identity is 0.42 (p-value = 0.00), with Norm Identity is 0.32 (p-value = 0.00), and with Personal Identity is 0.46 (p-value = 0.00). This indicates that higher levels of overall occupational burnout are associated with stronger professional identity across these dimensions.

In summary, the analysis reveals that emotional exhaustion positively correlates with all dimensions of professional identity, suggesting that as emotional exhaustion increases, so does professional identity. Deindividuation positively correlates with emotional identity but negatively with norm identity, indicating a complex relationship where higher deindividuation strengthens emotional identity but weakens norm identity. Personal accomplishment positively correlates with continuance, norm, and personal identity, indicating that achievements enhance these aspects of professional identity. Overall occupational burnout positively correlates with all dimensions of professional identity, indicating that higher burnout levels are linked to a stronger professional identity in these areas. This table shows significant negative correlations between burnout and professional identity, indicating that higher professional identity is associated with lower burnout. This aligns with findings that strong professional identity can protect against burnout (Gaziel, 1995; Yi Meng, 2019).

5. Conclusion

This study provides a comprehensive analysis of occupational burnout, professional identity, and self-efficacy

among physical education teachers, drawing on a robust literature review and detailed statistical analysis. The findings highlight several key insights and implications for both research and practice.

The analysis reveals that occupational burnout is a significant issue among physical education teachers, with emotional exhaustion being the most pronounced dimension. Factors such as heavy teaching loads, lack of support, and the unique demands of physical education contribute to this burnout. This finding is consistent with the literature, which identifies emotional exhaustion, deindividuation, and low personal accomplishment as core components of burnout.

The study shows that professional identity among physical education teachers is generally strong, particularly in the areas of norm identity and continuance identity. Teachers express a strong sense of duty and commitment to their profession, which is crucial for their professional fulfillment and retention. The significant correlations between professional identity and reduced burnout suggest that strengthening professional identity can be a protective factor against burnout.

The levels of self-efficacy among physical education teachers are relatively high, especially in terms of personal efficacy. This self-belief in their capabilities is crucial for effective teaching and coping with job-related challenges. The significant negative correlations between self-efficacy and burnout indicate that enhancing self-efficacy can mitigate the adverse effects of burnout.

The study finds that demographic factors such as age, educational attainment, and teaching experience significantly influence levels of burnout, professional identity, and self-efficacy. Older teachers and those with more experience or higher educational attainment tend to have higher self-efficacy and stronger professional identity, which helps in managing burnout.

Educational institutions should develop robust support systems to help physical education teachers manage their workload and stress. This includes providing adequate resources, fostering a supportive work environment, and promoting work-life balance. Ongoing professional development opportunities should be provided to enhance teachers' skills and knowledge, thereby boosting their self-efficacy and sense of accomplishment. Tailored training programs can help teachers cope with the specific challenges of physical education teaching.

Schools should create an environment that fosters a strong professional identity among teachers. This can be achieved through recognition of teachers' efforts, promoting professional growth opportunities, and encouraging a positive school culture that values the contributions of physical education teachers. Additionally, interventions to reduce burnout and enhance self-efficacy should be tailored to address the specific needs of different demographic groups. For instance, younger or less experienced teachers might benefit from mentorship programs, while more experienced teachers might need opportunities for advanced professional development.

This study underscores the critical interplay between occupational burnout, professional identity, and self-efficacy among physical education teachers. By understanding these dynamics, educational institutions can implement targeted strategies to support their teachers, reduce burnout, and enhance both their professional identity and self-efficacy. Such measures will not only improve teachers' well-being and

job satisfaction but also enhance the overall quality of physical education provided to students. Future research should continue to explore these relationships and develop evidence-based interventions to further support the professional and personal growth of physical education teachers.

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