

Exploration of Influencing Factors and Intervention Pathways of College Students' Learning Burnout

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Abstract: This thesis focuses on the problem of college students' learning burnout. By sorting out the concept and research status of learning burnout, it deeply analyzes the influencing factors in aspects such as individual psychology, learning environment, and interpersonal relationships, and proposes targeted intervention pathways from three aspects: the school, the classroom of teachers, and the students themselves. The aim is to provide theoretical references and practical guidance for improving college students' learning status and enhancing the quality of education, and to assist in the healthy growth and comprehensive development of college students.

Keywords: College students; Learning burnout; Influencing factors; Intervention pathways

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Introduction

In the era of mass higher education, the number of college students continues to grow, and the competition in education has become more intense. However, in recent years, the phenomenon of college students' learning burnout has become increasingly prominent, posing an obstacle to the improvement of higher education quality and the personal development of students. Learning burnout is manifested as students' lack of interest in learning, insufficient motivation, and low mood. It not only affects students' academic performance and the cultivation of comprehensive qualities but may also have a long-term negative impact on their mental health. From a social perspective, as the backbone of future social development, the learning status of college students is related to the quality of national talent cultivation and innovation development ability. From a personal perspective, overcoming learning burnout is an important prerequisite for achieving personal growth and career development. Therefore, deeply exploring the influencing factors and intervention pathways of college students' learning burnout has important practical significance and social value.

1 Concept and Research Status of Learning Burnout

1.1 Definition and Characteristics of Learning Burnout

Learning burnout refers to a negative state of physical and mental exhaustion, low mood, and lack of interest and motivation in learning that students experience under long-term learning pressure. It is mainly manifested in three dimensions: emotional exhaustion, that is, students feel physical and mental fatigue during the learning process, and their emotions are in an extremely fatigued state; depersonalization, manifested as students being indifferent and perfunctory towards learning tasks and having a cold attitude towards classmates and teachers; low sense of accomplishment, referring to students' lack of confidence in their learning ability and learning achievements, believing that they cannot achieve ideal learning results and it is difficult to obtain a sense of accomplishment from learning. These characteristics interact with each other, causing students to gradually develop a resistant attitude towards learning and significantly reducing their learning efficiency.

1.2 Review of Domestic and Foreign Research Status

Foreign research on learning burnout started relatively early. Since the 1970s, many scholars have conducted in-depth discussions on learning burnout from different perspectives. Early research mainly focused on the field of job burnout, and

then gradually extended to the research on students' learning burnout. For example, the job burnout theory model proposed by scholars such as Maslach provides an important theoretical framework for learning burnout research. In China, the research on learning burnout is relatively late, but it has developed rapidly in recent years. Domestic scholars, combined with the Chinese education environment and students' characteristics, have conducted a large number of studies on the influencing factors and action mechanisms of learning burnout, and found that factors such as cultural differences and the education system have a unique impact on the learning burnout of Chinese college students. However, existing research still has deficiencies in the systematicness and effectiveness of intervention pathways, and further in-depth exploration is needed.

1.3 Relationship between Learning Burnout and College Students' Mental Health

Learning burnout is closely related to the mental health of college students. College students who are in a state of learning burnout for a long time are prone to negative emotions such as anxiety and depression, and their mental health level is significantly reduced. The low sense of accomplishment and reduced self-efficacy caused by learning burnout will make students doubt their own abilities and frustrate their self-confidence, which in turn affects their interpersonal communication and social adaptation ability. At the same time, mental health problems will further aggravate the degree of learning burnout, forming a vicious circle. Therefore, solving the problem of learning burnout is an important link in maintaining the mental health of college students, and the two influence and restrict each other.

2 Influencing Factors of College Students' Learning Burnout

2.1 Individual Psychological Factors

Individual psychological factors play a key role in the formation of college students' learning burnout. Firstly, insufficient learning motivation is an important cause of learning burnout. After entering university, some college students lack clear learning goals and plans, have little interest in their majors, and only passively complete learning tasks, making it difficult to obtain internal motivation from learning. Secondly, students with low self-efficacy often lack confidence in their learning ability and are prone to thoughts of retreating and giving up when facing learning difficulties. Long-term accumulation will lead to learning burnout. In addition, college students with poor emotional regulation ability are unable to effectively manage and regulate their emotions when facing learning pressure and setbacks. The continuous accumulation of negative emotions will also trigger the phenomenon of learning burnout.

2.2 Learning Environment and Curriculum Setting Factors

The learning environment and curriculum setting have a direct impact on the learning status of college students. If the hardware and software environments of higher education institutions, such as teaching facilities and learning atmosphere, cannot meet the learning needs of students, it will reduce students' learning enthusiasm. For example, insufficient library resources, outdated laboratory equipment, and a weak campus learning atmosphere may all cause students to develop a slack attitude towards learning. In terms of curriculum setting, the curriculum content of some higher education institutions is outdated and updated slowly, which is out of touch with real life and social needs, making it difficult to stimulate students' learning interest. At the same time, the unreasonable difficulty of the curriculum, whether it is too difficult or too easy, may lead to learning burnout among students. The overly compact curriculum arrangement, which leaves students with insufficient time for independent learning and thinking, is also not conducive to students' in-depth understanding and mastery of knowledge.

2.3 Interpersonal Relationship and Social Support Factors

Interpersonal relationships and social support are important external factors affecting college students' learning burnout. In campus life, the harmony of relationships with classmates and teachers has a significant impact on students' learning status. Good classmate relationships can create a positive learning atmosphere, and classmates encouraging and helping each other can help improve learning motivation. On the other hand, tense classmate relationships may trigger contradictions and conflicts, distracting students' learning energy and leading to learning burnout. The teacher-student

relationship is also important. The teaching methods of teachers, as well as the degree of care and guidance for students, will affect students' interest in the curriculum and their learning enthusiasm. In addition, family and social support are also crucial. Excessive or too low expectations of students by the family, lack of care and support for students' learning and life, as well as employment pressure and utilitarian concepts in society, will all bring psychological burdens to college students and increase the possibility of learning burnout.

3 Exploration of Intervention Pathways for College Students' Learning Burnout

3.1 Intervention Strategies at the School Level

Schools should construct a complete intervention system from a macro level. Firstly, optimize the curriculum setting. According to social needs and students' interests, update the curriculum content in a timely manner, adjust the curriculum difficulty and structure, increase practical courses and interdisciplinary courses, and improve the practicality and interestingness of the curriculum. Secondly, strengthen the construction of campus culture and create a positive learning atmosphere. By holding academic lectures, subject competitions, community activities, etc., stimulate students' learning interest and innovation ability. Thirdly, improve the mental health education system, equip professional psychological counseling teachers, offer mental health courses and lectures, provide psychological counseling and tutoring services for students, help students relieve learning pressure, regulate emotions, and improve their mental health level.

3.2 Coping Strategies for Teachers and the Classroom

Teachers play a key role in classroom teaching. Teachers should improve their teaching methods and adopt diverse teaching means, such as case teaching, group cooperative learning, flipped classroom, etc., to stimulate students' learning initiative and participation. In the teaching process, pay attention to the individual differences of students, teach students in accordance with their aptitudes, and meet the learning needs of different students. At the same time, strengthen communication and interaction with students, establish good teacher-student relationships, timely understand students' learning status and psychological needs, and give students sufficient care and guidance. In addition, teachers should also pay attention to guiding students' learning methods, help students master scientific learning methods, and improve learning efficiency.

3.3 Self-Adjustment Strategies for College Students

College students themselves should also actively adopt self-adjustment strategies. Firstly, clarify learning goals and formulate reasonable learning plans. By setting clear, specific, and achievable learning goals, enhance learning motivation and a sense of direction. Secondly, cultivate good learning habits, arrange learning time reasonably, and improve learning efficiency. For example, develop the habits of previewing and reviewing, and learn to think actively and summarize. Thirdly, improve emotional regulation ability and learn to use reasonable ways to relieve learning pressure, such as sports, listening to music, communicating with friends, etc. Finally, actively participate in social practices and community activities, expand interpersonal relationships, enrich college life, enhance one's comprehensive quality, and enhance the sense of control and accomplishment in learning and life from multiple aspects.

4 Conclusions and Suggestions

4.1 Main Research Conclusions

Through the exploration of the influencing factors and intervention pathways of college students' learning burnout, this study draws the following main conclusions: College students' learning burnout is the result of the combined action of multiple factors such as individual psychology, learning environment, and interpersonal relationships. Factors in individual psychological factors such as learning motivation, self-efficacy, and emotional regulation ability, factors in the learning environment and curriculum setting such as teaching facilities, curriculum content, and arrangement, as well as factors in interpersonal relationships and social support such as classmate relationships, teacher-student relationships, family, and social support, all have an important impact on college students' learning burnout. The intervention pathways proposed

from the three aspects of the school, teachers and the classroom, and students themselves are highly targeted and feasible, and can provide effective guidance for improving the current situation of college students' learning burnout.

4.2 Suggestions for Higher Education Institutions and Students

For higher education institutions, they should attach great importance to the problem of college students' learning burnout and incorporate the solution of learning burnout into the important content of school education and teaching reform. Continuously optimize the curriculum setting and teaching management, strengthen the construction of campus culture and mental health education, and create a good learning and growth environment for students. At the same time, strengthen teacher training, improve teachers' teaching level and educational ability, and give full play to the key role of teachers in solving the problem of learning burnout. For students, they should actively adjust their learning mentality, clarify their learning goals, cultivate good learning habits and emotional regulation ability, make full use of the resources and platforms provided by the school, continuously improve their comprehensive quality, overcome learning burnout, and achieve comprehensive development.

4.3 Limitations of the Study and Future Prospects

This study mainly uses the literature research method and practical observation method, and the research method is relatively single, which may have certain limitations. In terms of the research objects, it fails to cover students from different regions and different types of higher education institutions, and the universality of the research results needs to be further verified. In future research, a variety of research methods, such as questionnaires and field research, can be adopted to expand the research sample range, deeply explore the influencing mechanism of college students' learning burnout, further improve the intervention pathways, and provide more scientific and effective theoretical and practical basis for solving the problem of college students' learning burnout.

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