

# **The Mechanism Influence of Burnout on Performance in College English Learning, China**

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## **Abstract**

This paper aims to examine the relationship between learning burnout and self-control on the English learning performance of Chinese college students. Taking the students of Shanxi Institute of Technology in Shanxi Province, China as the target population, 528 samples were drawn by random sampling method. The tool for collecting data is to fill out the questionnaire online, and the software is Questionnaire Star. This research adopts the way of questionnaire survey to conduct quantitative research. The main tool of analysis is linear regression analysis to test variables and test hypotheses. All tests are based on the 0.05 significance level. From the results of the analysis, there is a significant negative correlation between the degree of English learning burnout and academic performance of college students, and a positive correlation between self-control and academic performance. Self-control plays an intermediary role between the degree of learning burnout and academic performance. Therefore, it is recommended that colleges and universities pay attention to the degree of English learning burnout of college students in English teaching, and take corresponding countermeasures to improve the effect of English learning.

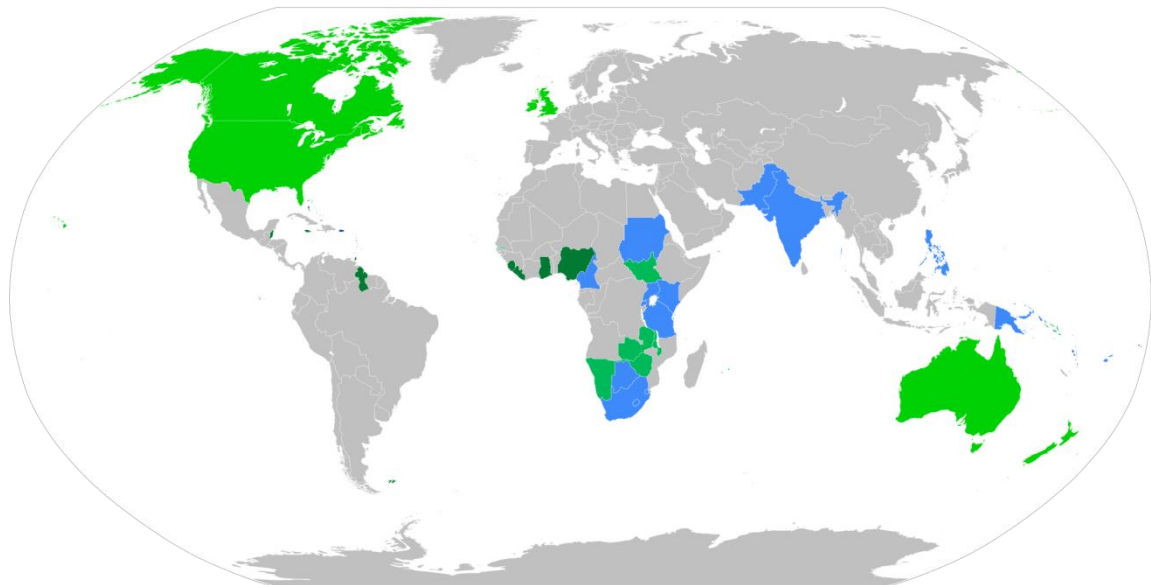
**Keywords** Burnout ; Self-control ; Performance

## **Introduction**

English is one of the main international languages in the world today, and it is also the most widely spoken language in the world (Wikipedia, 2021). Learn English, and the scope of your footprints is no longer limited to the local area, and your horizons will be broadened to the platform of the world. According to statistics from the Internet, English contains about 490,000 words, plus about 300,000 technical terms. It is the language with the most vocabulary and has a very strong expressive

power. The number of English speakers in the world exceeds one-third, and English is used as a communication medium in many international occasions, including politics, economy, technology, culture and other fields.

*Figure 1 World map of countries by English being their official language.(2022.10)*



Note:

	Anglosphere
	Official with majority
	Official with minority
	Co-official with majority
	Co-official with minority

source from Internet:

[https://zh.wikipedia.org/wiki/%E8%8B%B1%E8%AF%AD%E5%9B%BD%E5%AE%B6%E5%92%8C%E5%9C%B0%E5%8C%BA%E5%88%97%E8%A1%A8#/media/File:Countries\\_with\\_English\\_as\\_Official\\_Language.svg](https://zh.wikipedia.org/wiki/%E8%8B%B1%E8%AF%AD%E5%9B%BD%E5%AE%B6%E5%92%8C%E5%9C%B0%E5%8C%BA%E5%88%97%E8%A1%A8#/media/File:Countries_with_English_as_Official_Language.svg)

As a big country that is developing in an all-round way towards the world, China offers English learning courses from the basic education stage. In recent years, the phenomenon of students' burnout attitude in English learning has gradually become prominent. Therefore, this study takes college



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students in Shanxi Province as the research object population, adopts quantitative research methods, studies the degree of college students' English learning burnout, and studies the negative impact of burnout on English performance. The main data analysis methods include descriptive statistical analysis and linear regression analysis. Learning attitude is very important to learning effect. The group of college students is an important supporting force for national construction and development. Therefore, analyzing the relationship between burnout and academic performance is of great significance to improving the quality of English teaching and promoting the overall development of the country.

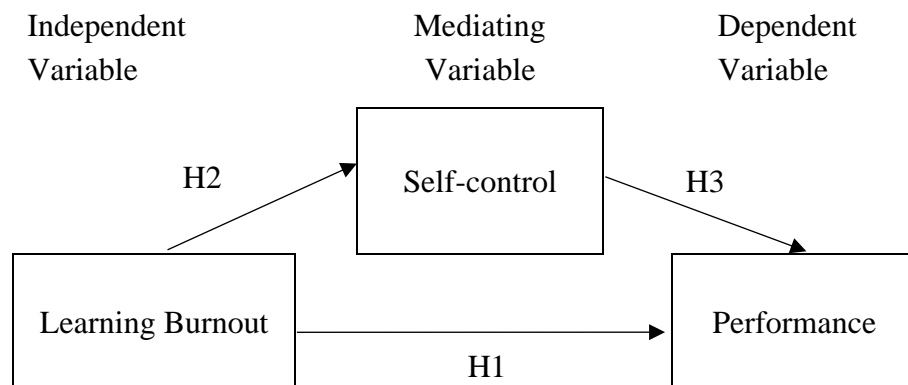
### **Research Objectives**

1. To examine the relationship between English learning burnout and academic performance of college students.
2. To examine the relationship between English learning burnout and self-control ability of college students.
3. To verify the mediating role of college students' self-control ability between English learning burnout and academic performance.

### **Concept Framework**

This study is based on linear regression research theory. The objective of this study are non-English major in Shanxi Institute of Technology, Shanxi Province, China. College students here have a unified English teaching arrangement in their first and second years of university. English courses have unified evaluation standards and examination requirements. In the study, the English learning burnout of college students was used as the independent variable, the self-control level of college students was used as the mediator variable, and English test score of the sophomore year was used as the dependent variable to construct a model. As shown in Figure 2, the conceptual framework refers to the researches of LianRong (2006) and Tan Shuhua (2008) in order to study the learning burnout and self-control ability.

Figure 2 Concept Framework



Source: LianRong (2005) ;Tan Shuhua (2008).

## Research Hypothesis

H1: The burnout of college students' English learning is negatively related to English academic performance.

H2: The burnout of college students' English learning is negatively related to self-control ability.

H3: The mediating effect of self-control ability between English learning burnout and English academic achievement is significant.

## Literature Review

**Researches on Learning Burnout.** College students' learning burnout is the research category of burnout, and the research on early burnout is mostly concentrated in the field of occupational burnout. Freudenberger (1974) first proposed "occupational burnout". With the gradual deepening of the research on occupational burnout and the continuous expansion of the research scope, Pines and Katry found that burnout also exists in the student group, and proposed "learning burnout", which opened the learning process. The first of its kind in burnout research. Pines (1980) and Meier (1985) defined learning burnout as the long-term learning experience of college students. The pressure of time cannot be released and relieved, resulting in physical and mental exhaustion, manifested as a loss of interest in learning and various activities. Schaufeli (2002) defined learning burnout as "students' emotional exhaustion, academic alienation and decreased sense of personal achievement due to excessive learning demands". Chinese scholars Yang Lixian and Lian Rong (2005) found that the lack



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of interest in learning can also cause burnout characteristics when studying the learning burnout of college students. Therefore, they defined learning burnout as "when students have no interest in learning or lack of motivation but have to do it, they will feel bored, tired, frustrated and frustrated, resulting in a series of inappropriate behaviors of avoiding learning. The state is called learning burnout", "burnout is depression, fatigue, dissatisfaction, dissatisfaction, anxiety, depression, apathy, confusion, weakness, low self-esteem and other negative psychological manifestations, and college students' learning burnout reflects the negativity of college students". The author of this article agrees with Yang Lixian and Lian Rong's definition of "learning burnout".

**Theories and models.** The concept of burnout has aroused the attention and discussion of many scholars, and produced many theories and models. Among them, the three-dimensional model theory of job burnout proposed by Maslach in 1981 is the most representative. Maslach and Jackson (1986) found that job burnout can be defined from three dimensions through exploratory factor analysis on the scale, namely Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment. On the basis of three dimensions, the MBI (Maslach Burnout Inventory) burnout scale was proposed and formed to test the sense of job burnout. Gold (1989) designed the College Student Burnout Scale (MBI-CSS: College Student Survey) based on the MBI-Form Ed scale and took normal students as the research object; Schaufeli (2002) compared the MBI-GS The scale was revised, and the MBI-SS (Maslach Burnout Inventory-Student Survey) suitable for students was developed; Lian Rong (2005) referred to Maslach's research, and expressed the three dimensions of learning burnout in a more suitable expression habit for Chinese people. For: depressed mood, inappropriate behavior and low sense of achievement, and compiled the "College Students Learning Burnout Scale".

**Researches on Self-control.** Self-control is an important factor affecting learning burnout. Zhou Yingnan and Bi Zhongzeng (2017) found that self-control can affect academic performance directly or through the partial mediation of self and mental health. Chen Xiuzhu et al. (2019) found that self-control can directly predict learning burnout; at the same time, other variables can directly or indirectly predict learning burnout through self-control, and self-control plays a "bridge" intermediary role.



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**Researches on the relationship between variables.** In the research on the relationship between learning burnout and academic performance, college students and middle school students are mainly used as the research objects. Gao Ge (2012) found in his research that among the three dimensions of exhaustion, apathy, and reduced self-efficacy of learning burnout, only the dimensions of apathy and reduced self-efficacy are negatively correlated with English performance. It can be seen that learning burnout has a negative impact on learners' academic performance.

## Research Methodology

**Research design.** Research design. This research adopts quantitative analysis research method. Firstly, a pre-test was carried out, and a confirmatory factor analysis was performed on the reliability and validity of the questionnaire. After passing, the collected data will be released using the questionnaire star software. Using SPSS software to describe and analyze the data, explore the relationship between the three variables.

**Population and sample for this study.** This study is a quantitative study using a questionnaire to collect data from Shanxi University of Engineering, Shanxi Province, China. The research population is 17,321 college students, with a sample size of 528.

**Instrumentation for this study.** The questionnaire used in this study consists of three parts, namely the demographic profile of the respondents, the College Student Burnout Scale (Lian Rong, 2005), and the Self-Control Scale (Tan Shuhua, 2008). The test scales all use the 5-point Likert scale (Likert, 1967) to measure the degree of burnout and self-control.

**Data collection.** The authors used random sampling methods to collect data from the population.

**Data analysis.** Apply descriptive statistics to describe demographic variables. Pearson correlation and linear regression analysis were used to test hypotheses.

## Findings and Discussion

Firstly, the researchers performed reliability tests on the collected data with a pilot study . This study uses Cronbach'a coefficient (Lee Joseph Cronbach, 1951) to test the reliability of the data obtained from the survey. Reliability analysis shows that the overall Cronbach alpha of the



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questionnaire is greater than 0.8, indicating that the reliability of the test scale is very good. In the KMO and Bartlett test of this study, the Bartlett test Sig of the scale was 0.000, and the overall KMO value was greater than 0.8, which indicated that the validity of the test scale was very good (Kaiser, H., 1974).

In the second step, a descriptive analysis of demographic information was performed on the collected data. It was found that most of the respondents were male (63.6%) and aged between 17-20. The author organizes the results of learning burnout. It was found that the average score of burnout was 2.732, which was lower than the median of 3, and the overall burnout phenomenon existed. The data fit a normal distribution.

In the third step, the author uses correlation analysis to study the correlation between the eight sub-dimensions of "degree of learning burnout" and "self-control ability" (Karl Pearson & Auguste Bravais, 1844). The results showed that the correlation coefficient between "degree of learning burnout" and "self-control ability" had a significant negative correlation in all five sub-dimensions. As shown in Table 1.

Table 1

*Related analysis of each dimension of questionnaires*

	Emotional exhaustion	Improper behavior	Low accomplishment	Impulse control	Health habit	Resistance	Focus on work	Control entertainment
Emotional exhaustion	1							
Improper behavior	0.558**	1						
Low accomplishment	0.519**	0.503**	1					
Impulse control	-0.465**	-0.584**	-0.500**	1				
Health habit	-0.555**	-0.565**	-0.529**	0.552**	1			
Resistance	-0.500**	-0.517**	-0.483**	0.475**	0.510**	1		
Focus on work	-0.524**	-0.476**	-0.425**	0.485**	0.523**	0.504**	1	
Control entertainment	-0.493**	-0.536**	-0.486**	0.527**	0.486**	0.501**	0.483**	1

note : \*  $p < 0.05$  \*\*  $p < 0.01$

Source: Data information from this research

In the fourth step, the researchers conducted a regression analysis on the relationship between the three variables (Francis Galton, 1855). Through the method of regression analysis, the independent



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variable (learning burnout) and the dependent variable (performance), the independent variable (learning burnout) and the mediator variable (self-control ability), the independent variable (learning burnout) and the mediator variable (control ability) and the causal variable Regression analysis was performed to determine the causal relationship between variables (performance).

Table 2

*Regression analysis between English learning burnout and English academic performance*

	Performance				
	B	Std. Error	t	p	$\beta$
Constants	100.414**	1.028	97.65	0	-
Learning Burnout	-8.756**	0.356	-24.571	0	-0.731
R <sup>2</sup>	0.534				
Adjusted R <sup>2</sup>	0.534				
F	F (1,526)=603.737, p=0.000				

Note : \*  $p < 0.05$  \*\*  $p < 0.01$

Source: Data information from this research

It can be seen from the table above that performance=100.414-8.756 \*learn burnout. The degree of burnout of college students' English learning has a significant negative impact on English academic performance, that is, the higher the degree of English learning burnout, the lower the English academic performance, the degree of English academic burnout, It has a predictive effect on academic performance. The regression equation explains 53.4% of total mutation.

Table 3

*Regression analysis between English learning burnout and Self-control ability*

	Self-control ability				
	B	Std. Error	t	p	$\beta$
Constants	5.362**	0.074	72.798	0	-
Learning Burnout	-0.760**	0.026	-29.792	0	-0.792
R <sup>2</sup>	0.628				
Adjusted R <sup>2</sup>	0.627				
F	F (1,526)=887.565, p=0.000				

Note : \*  $p < 0.05$  \*\*  $p < 0.01$

Source: Data information from this research

As can be seen from the table above, college students' self-control ability = 5.362-0.760\*learning burnout, the degree of burnout of college students has a significant negative impact on



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self-control ability, the higher the degree of burnout of college students, the lower the self-control ability. The regression equation explains 62.8% of the total mutation.

Table 4

Regression analysis between independent variables, intermediary variables and cause variables.

	Academic Performance				
	B	Std. Error	t	p	$\beta$
Constants	62.507**	2.954	21.162	0	-
Learning Burnout	-3.380**	0.504	-6.703	0	-0.282
Self-control ability	7.070**	0.525	13.455	0	0.566
R <sup>2</sup>	0.654				
Adjusted R <sup>2</sup>	0.652				
(continued)					
F	F (2,525)=495.722,p=0.000				

Note : \*  $p < 0.05$  \*\*  $p < 0.01$

Source: Data information from this research

As can be seen from the above table, English academic results = 62.507-3.380\*English learning burnout+7.070\*Self-control ability, self-control ability played a significant intermediary role between English learning and academic performance. The regression equation explains 65.2% of the total mutation.

Table 5

Analysis of the path between independent variables, intermediary variables and variable

X	→	Y	p	Beta
English learning burnout	→	self-control ability	0.000	-0.792
self-control ability	→	academic performance	0.000	0.567
English learning burnout	→	academic performance	0.000	-0.282

Note : → Express the path impact

Source: Data information from this research

It can be seen from the above table: when English learning is influenced on self-control ability, the standardization path system value is -0.792 < 0, and this path presents the significant English learning burnout will have a significant negative relationship on self-control.

When the self-control ability affects English academic performance, the standardization path system value is 0.567 > 0, and this path presents the significant level of 0.01 level (Z=13.499, P = 0.000



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<0.01), which shows that self-control ability will be academic for English academics The results have a significant positive impact relationship.

When the influence of English learning burnout on academic performance, the standardization path system value is -0.282 <0, and this path presents the significant level of 0.01 level ( $Z = -6.717$ ,  $P = 0.000 < 0.01$ ), so it shows that the degree of English learning will be right. Academic performance has a significant negative effect.

Table 6

*Intermediary effect test*

Parameter	Estimate	Lower	Upper	P
English learning burnout → self-control ability → academic performance	-5.3763	-6.4366	-4.4317	0.0004

Source: Data information from this research

As can be seen from the above table, self-control plays a significant mediating role between English learning burnout and English academic achievement.

According to the analysis of the above regression, the analysis of the regression analysis of the concept model hypothetical of this article is organized:

Table 7

*Summary of Hypotheses*

Hypothesis	Validation results
The burnout of college students' English learning is negatively related to English academic performance.	Accepted
The burnout of college students' English learning is negatively related to self-control ability.	Accepted
The mediating effect of self-control ability between English learning burnout and English academic achievement is significant.	Accepted

Source: Data information from this research

## Summary

Through literature review and research analysis, the author finds that English learning burnout is a common phenomenon among college students today. The higher the degree of learning burnout,



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the lower the personal self-control ability and the lower the academic performance. This is consistent with the hypothesis earlier in this study.

The specific conclusion is: English learning burnout is a common phenomenon among college students. The specific manifestations are lack of interest in English learning; not listening carefully in class; not responding positively to the teacher; handling homework and exams well. The degree of English learning burnout of college students has affected the development of self-control ability and academic performance. The degree of English learning burnout of college students is negatively correlated with self-control ability, that is, the higher the degree of burnout, the lower the self-control ability; Self-control ability is positively correlated with English academic performance, that is, the stronger the self-control ability, the higher the academic performance. The mediating effect of self-control ability between college students' English learning burnout and English academic performance is significant.

## **Recommendations**

First of all, according to the rules and characteristics of college students' English learning burnout and self-control ability, it can effectively guide students' English learning behavior and stimulate students' intrinsic learning motivation. College students do not understand the importance of English learning, so it is necessary to fundamentally clarify the importance of English learning to future development and change their attitudes towards English learning. Only by clarifying learning goals, establishing correct learning concepts, and cultivating learning interest can fundamentally alleviate the phenomenon of college students' English learning burnout.

Secondly, help college students develop good study and living habits and improve their hard-working qualities. Study habits are unchangeable learning behaviors that students develop in the long-term learning process. People with strong self-control and good intentions are good at restraining their inner desires to interfere with learning, are more patient in learning, and can put their learning plans and goals into practice. Facing the temptation of the outside world, only with a firm will and good study habits can college students achieve good academic performance and become a pillar of society.



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Taking college students as the research object, this study expands the scope of research on the occurrence of English learning burnout and the scope of research on emotion in English teaching. The research on such negative emotions of English learners will help to expand the understanding of emotional factors in English learning and their complex interrelationships with the process and effect of English learning. This study will help to understand the real emotional psychology of college students' English learning activities, and provide direct theoretical support for improving the quality of English education.

Due to the limited personal research ability, knowledge level, time and energy, and the impact of the new crown epidemic in the past two years, only teachers and students of one university were selected as the research objects, so the application and promotion of the research conclusions were limited. In future research, we can expand the selection range of research samples, enhance the representativeness of samples, expand interview objects, explore the causes of college students' learning burnout and the status quo of self-control ability from multiple perspectives, and find more effective solutions.

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