



Current Situation of Academic Burnout of Undergraduate Students Majoring in Teaching Chinese to Speakers of Other Languages and Its Influencing Factors

-- Take University B as an Example

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Abstract. Academic burnout is a negative phenomenon and behavior caused by students' inability to effectively cope with learning pressure in the learning process, and this discussion about students' academic burnout is helpful to put forward improvement measures according to the specific situation and alleviate the academic burnout of undergraduate students in Teaching Chinese to Speakers of Other Languages. The results of this study showed that undergraduate students majoring in Teaching Chinese to Speakers of Other Languages generally had academic burnout, and the misconduct was the most serious among the three dimensions of depressed mood, inappropriate behavior, and low sense of achievement. The burnout of undergraduate students in Teaching Chinese to Speakers of Other Languages is affected by different factors, and it is proposed that measures should be taken from the school, social and family aspects to help undergraduate students majoring in Teaching Chinese to Speakers of Other Languages to improve their academic burnout.

Keywords: Academic Burnout, Teaching Chinese to Speakers of Other Languages, Undergraduates, Influencing Factors.

1 Introduction

Academic burnout refers to the loss of interest in learning, lack of motivation and decline in academic performance due to long-term stress^[1], lack of interest in learning or adoption of wrong learning methods in the learning process^[2]. In the long run, students' academic performance will be affected, and psychological problems will also be frequent, which will have serious consequences for students' own development and family relationships^[3]. Lian Rong et al. pointed out that academic burnout is composed of three dimensions: low mood, inappropriate behavior, and low sense of achievement^[4].

Academic burnout is an important topic of academic concern, and studies have shown that undergraduate students have different degrees of academic burnout^[5]. There are many factors that affect undergraduate burnout, and studies have shown that social employment and social identity can affect students' learning psychology^[6]. The lag in the content and improper methods of school education will reduce students' enthusiasm for learning^[7]. Family climate can have a direct impact on academic burnout^[8]. Academic burnout is one of the problems that cannot be ignored in the learning process of undergraduates.

Compared with other majors, the major of Teaching Chinese to Speakers of Other Languages started relatively late, and most of the research related to it at the beginning paid more attention to the curriculum and discipline development, because of the special nature of interdisciplinary majors, there are more research contents on language ontology. In recent years, with the gradual development of this discipline, there has been an increasing number of studies on the cultivation of talents for teaching Chinese to speakers of other languages, and this study investigates undergraduate students majoring in teaching Chinese to speakers of other languages at University B, hoping to alleviate the academic burnout of undergraduates majoring in teaching Chinese to speakers of other languages^[9], improve students' motivation to learn, and promote students' self-development.

2 Survey Design

In this study, undergraduate students majoring in Teaching Chinese to Speakers of Other Languages at University B were selected as the survey sample, and the research method was questionnaire survey method. Undergraduate students majoring in Teaching Chinese to Speakers of Other Languages at University B were randomly sampled, and the online test method was adopted, and the precautions and filling requirements were noted in the questionnaire.

The formal questionnaire of this study consists of two modules: the first part is statistics of demographic variables; The second part is a survey on the current situation of academic burnout among undergraduate students majoring in Teaching Chinese to Speakers of Other Languages. This part uses the "College Student Burnout Questionnaire" prepared by Lian Rong et al^[10]. The scale consists of three dimensions, which are low mood, inappropriate behavior, and low sense of achievement. There are 20 items on the scale, including 8 items for low mood, 6 items for inappropriate behavior, and 6 items for low sense of achievement. The scale uses the Likert five-point scale method, in which 8 items are scored backwards^[11]. The data were analyzed and processed using SPSS27.0 statistical software. In this study, a total of 54 questionnaires were collected, 1 invalid questionnaire was excluded, and a total of 53 valid questionnaires were collected, with a questionnaire recovery rate of 98.15%. The Cronbach a coefficient of the scale was measured to be 0.865 and the validity was 0.827, with good reliability and validity. The descriptive statistics of the participants are shown in Table 1.

Table 1. Descriptive statistics of the sample.

Category	Valid values	Frequency	Percentage (%)
Gender	Man	9	17
	Woman	44	83
Grade	Freshman	23	43.4
	Sophomore	22	41.5
	Junior	8	15.1
Place of origin	City	29	54.7
	Countryside	24	45.3
Reasons to choose this major	Voluntary choice	36	67.9
	Teacher choice	2	3.8
	Parental choice	6	11.3
	Obey the adjustment	9	17.0

3 Analysis of the Results of the Survey

3.1 The Overall Situation of Academic Burnout among undergraduate Students Majoring in Teaching Chinese to Speakers of Other Languages

Table 2 shows the statistical results of the data analysis of the overall burnout of undergraduate students majoring in Teaching Chinese to Speakers of Other Languages in this study.

Table 2. The overall situation of academic burnout among undergraduate students majoring in Teaching Chinese to Speakers of Other Languages.

Category	Number of samples	Mean	Standard deviation	Maximum	Minimum
Down in the dumps	53	2.859	0.74	4.75	1.00
Misconduct	53	3.811	0.99	6.33	1.33
Low sense of Achievement	53	2.849	0.49	4.17	1.67
Academic burnout	53	3.173	0.70	5.08	1.33

The average burnout value of undergraduate students majoring in Teaching Chinese to Speakers of Other Languages was 3.173, which was higher than the median value of 3, indicating that they had a moderate level of burnout. The mean values of low mood and low sense of achievement were smaller than the median values, indicating that the level of academic burnout in these two dimensions was medium to low. The mean of misbehavior was higher than the median value of 3, indicating that the level of academic burnout was medium to high.

3.2 Gender Differences in Academic Burnout among Undergraduate Students Majoring in Teaching Chinese to Speakers of other Languages

The results of the total score and each dimension of academic burnout of ELCET undergraduates of different genders are shown in Table 3.

Table 3. Gender differences in academic burnout among undergraduate students majoring in Teaching Chinese to Speakers of Other Languages (mean \pm standard deviation).

Category	Male (n=9).	Female (n=44).	T -value	P -Concomitant probability
Down in the dumps	2.569 \pm 0.748	2.918 \pm 0.737	-1.288	0.204
Misconduct	3.426 \pm 0.997	3.890 \pm 0.983	-1.288	0.204
Low sense of achievement	2.685 \pm 0.386	2.883 \pm 0.510	-1.095	0.279
Academic burnout	2.894 \pm 0.592	3.230 \pm 0.717	-1.317	0.194

From the results of Table 3, there is no significant gender difference in the three dimensions of depressed mood, inappropriate behavior, and low sense of achievement. There was also no significant difference between men and women in the overall score of burnouts.

3.3 Differences in Grades of Academic Burnout among Undergraduate Students Majoring in Teaching Chinese to Speakers of Other Languages

One-way ANOVA was performed for the total score and dimensions of academic burnout among undergraduate students majoring in Teaching Chinese to Speakers of Other Languages in different grades, and the results are shown in Tables 4 and 5.

Table 4. Comparison of academic burnout among undergraduate students majoring in Teaching Chinese to Speakers of Other Languages by grade (mean \pm standard deviation).

Category	Freshman	Sophomore	Junior	F
Down in the dumps	2.582 \pm 0.778	3.063 \pm 0.560	3.094 \pm 0.906	3.046**
Misconduct	3.442 \pm 1.037	4.083 \pm 0.747	4.123 \pm 1.208	3.046**
Low sense of Achievement	2.768 \pm 0.577	2.902 \pm 0.351	2.938 \pm 0.597	3.279**
Academic burnout	2.931 \pm 0.777	3.349 \pm 0.481	3.385 \pm 0.863	2.566**

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 5. LSD test results of academic burnout grade differences among undergraduate students majoring in Teaching Chinese to Speakers of Other Languages.

Category	Down in the dumps	Misconduct	Low sense of achievement	Academic burnout
Freshman - Sophomore	-0.481 *	-0.641 *	-0.419*	-0,419*
Freshman - junior year	-0.031	-0.683	-0.169	-0.455
Sophomore - Junior	-0.031	-0.042	-0.036	-0.036

From the results of Table 4 and Table 5, there are differences in the grades of academic burnout among undergraduate students majoring in Teaching Chinese to Speakers of Other Languages. After a post-hoc analysis of the data, the results showed that the academic burnout of sophomores was significantly higher than that of first-year students ($P < 0.05$). The low mood, inappropriate behavior, and low sense of achievement of sophomore students were also significantly higher than those of first-year students ($P < 0.05$)

3.4 Differences in the Choice of Majors among Undergraduate Students Majoring in Teaching Chinese to Speakers of Other Languages

A one-way ANOVA was conducted to investigate the major selection methods of undergraduate students majoring in Teaching Chinese to Speakers of Other Languages, and the differences in academic burnout among undergraduates with different selection methods were investigated, and the results are shown in Table 6 and Table 7.

Table 6. Comparison of undergraduate students majoring in teaching Chinese to speakers of other languages in terms of academic burnout in major selection methods (mean ± standard deviation).

Category	Voluntary choice	Teacher choice	Parental choice	Obeys the adjustment	F
Down in the dumps	2.712±0.757	2.875±0.707	3.521±0.696	3.000±0.523	2.329*
Misconduct	3.612±1.009	3.833±0.943	4.694±0.927	4.000±0.697	2.329*
Low sense of Achievement	2.792±0.512	2.750±0.589	3.056±0.593	2.963±0.331	2.565*
Academic burnout	3.040±0.726	3.153±0.746	3.757±0.705	3.321±0.410	2.061*

Table 7. LSD test results of the differences in the choice of majors for academic burnout among undergraduates majoring in Teaching Chinese to Speakers of Other Languages.

Category	Down in the dumps	Misconduct	Low sense of achievement	Academic burnout
Voluntary choice – teacher choice	-0.163	-0.218	0.042	-0.113
Voluntary choice – parental choice	-0.809*	-1.079*	-0.264	-0.712*
Voluntary choice - subject to adjustment	-0.288	-0.384	-0.171	-0.281
Teacher choice – parent choice	-0.645	-0.861	-0.306	-0.604
The teacher chooses – obeys the adjustment	-0.125	-0.167	-0.213	-0.168
Parental Choice – Obedience to Adjustment	-0.520	0.694	0.093	0.436

From the results of Table 6 and Table 7, the academic burnout of students who chose their majors was significantly higher than that of students who voluntarily chose their majors ($p < 0.05$), and the students whose parents chose majors were also significantly higher than those who voluntarily chose majors ($p < 0.05$).

Parents choose a major instead of a student, and the student loses autonomy, which leads to a situation where the student is not interested in the major. Some parents put too much pressure on their students, and students are under too much psychological pressure, which will lead to academic burnout^[12].

4 Countermeasures and Suggestions

4.1 Social Aspects

The society should improve the personnel system to provide graduates with a broad and stable job market, undergraduates can reduce psychological pressure in a good employment environment^[13], which will make undergraduates more active and active during their studies and reduce academic pressure^[14]. The society should help students raise their awareness of the meaning of learning and disseminate the importance and value of learning through various channels such as the media and the community. In this way, college students can fully realize that the development of the future society depends on the development of scientific knowledge.

4.2 Schools Aspects

Schools can introduce interdisciplinary curricula to attract students' interest in learning^[15] and enable students to be motivated to learn. The school optimizes the evaluation system, uses longitudinal comparative evaluation, and pays attention to students' mental health.

4.3 Family Aspects

The home environment is very important to students, and parents should listen to their children's opinions and give them the right to choose. Parents should establish effective communication methods with students, pay more attention to and understand their children, and help children build self-confidence. This helps the child to reduce anxiety and thus reduce the stress of learning^[16].

5 Conclusion

This study investigated the academic burnout of undergraduates majoring in Teaching Chinese to Speakers of Other Languages in University B, and the results showed that undergraduates majoring in Teaching Chinese to Speakers of Other Languages in University B had a moderate degree of burnout in general, and there were different degrees of burnout in the three dimensions. Society, schools, and families should pay attention to this phenomenon and improve it from different levels, to form a joint force to help improve the learning enthusiasm of undergraduates of this major, improve their learning motivation and alleviate academic burnout.

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