

# Study on the Relationship between Professional Commitment, Self-efficacy and Learning Burnout of Vocational Students

Xiaoqing Guo, Na Wang

Lhasa Teachers College, Lhasa, Tibet, 850000, China

---

**Abstract:** Taking a vocational college in Tibet where the author works as an example, this study uses literature survey, questionnaire and other methods to establish a model of the relationship between professional commitment, self-efficacy and learning burnout of vocational college students using SPSS statistical software and conduct linear regression analysis, path analysis, etc. The research results mainly include the following three aspects: first, the average learning burnout of vocational college students is close to the theoretical average of 3 points, and the overall level of burnout is high; There are significant differences in the level of academic burnout in grade variables. Secondly, there is a significant negative correlation between professional commitment and learning burnout. Finally, self-efficacy plays a part of intermediary function between professional commitment and learning burnout.

**Keywords:** Self-efficacy, Professional commitment, Learning burnout.

---

## 1. Introduction

Since the outbreak of novel coronavirus pneumonia (COVID-19 pneumonia), the life habits and learning styles of vocational college students have been greatly affected. The world is still facing an emergency situation of epidemic prevention and control. The outbreak of epidemic in various places, from offline learning to online learning, examination being postponed or cancelled and other uncertain factors have caused college students to have negative emotions such as anxiety, anxiety and loneliness, To some extent, it will affect students' learning behavior and learning mentality, and even lead to students' learning burnout. The concept of learning burnout comes from the study of job burnout. Burnout is a negative psychological manifestation of depression, fatigue, dissatisfaction, anxiety, depression, apathy, confusion, weakness, low self-esteem, etc. Due to different situations, burnout in professional activities and learning activities should have different characteristics. College students' learning burnout reflects their negative learning psychology, which refers to the negative attitudes and behaviors that are tired of learning due to learning pressure or lack of learning interest [1].

Higher vocational colleges in plateau ethnic areas have strong regional and ethnic characteristics. Previous studies on learning burnout have paid little attention to this group. However, the study on learning burnout of students in Tibetan higher vocational colleges can provide theoretical and practical basis for mental health education and employment guidance in Tibet. In addition, higher vocational colleges shoulder the important task of providing supply-side talents for the economic and social development of the country and the region. To improve the quality of education and training of students and cultivate professional and technical talents that meet the needs of enterprises, it is bound to pay attention to the employment situation of students at school. But at present, higher vocational colleges are facing more serious academic burnout compared with students at the graduate stage. How to reduce and improve the academic burnout

situation of higher vocational students, It is of great significance to improve the training quality of higher vocational students. Therefore, it is of great practical significance to pay attention to the learning burnout and influencing factors of students in higher vocational colleges in Tibet.

This study focuses on the current situation and influencing factors of learning burnout of plateau vocational college students under the COVID-19, and further explores the relationship between learning burnout and professional commitment, aiming to help vocational college students better adapt to online learning under the COVID-19 epidemic, help them reduce their learning burnout level, and provide reference for targeted college education reform.

The development of the concept of professional commitment mainly comes from the research on organizational commitment and professional commitment[2], which refers to the attitude and willingness of college students to identify with, love their majors and be willing to make positive efforts, and is the manifestation of their good learning behavior and mentality. According to Lian Rong(2005), affective commitment in professional commitment is an important predictor of college students' learning burnout. Learning self-efficacy is a manifestation of self-efficacy in the field of learning. It refers to the confidence and judgment of individuals in learning whether they have certain learning methods or abilities to complete learning tasks, which is reflected in learning ability and learning behavior. Zhao Jun (2013) research shows that learning self-efficacy is significantly negatively correlated with learning burnout, and has a good predictive effect on learning burnout [3].

According to the relevant literature at home and abroad, most of the studies on the relationship between professional commitment, learning self-efficacy and learning burnout at home and abroad focus on the relationship between the two, but few of them are combined to discuss. As an important part of self-consciousness, self-efficacy plays a significant role in explaining students' learning motivation and learning behavior. Previous studies have shown that self-efficacy can

significantly predict professional commitment and learning burnout, and professional commitment can also significantly predict learning burnout. On this basis, we believe that professional commitment may have a mediating effect between self-efficacy and learning burnout. Therefore, it is an important responsibility of the corresponding competent departments and talent training units in Tibet Autonomous Region to study the relationship between professional commitment, self-efficacy and learning burnout of higher

vocational students in plateau areas and implement intervention measures to reduce learning burnout.

## 2. Objects and Methods

### 2.1. Research objects

There are 994 subjects in this study. In terms of gender, the number of men and women is 386 and 608 respectively.

**Table 1.** Survey object analysis

project	category	Number of people	percentage	project	category	Number of people	percentage
gender	male	386	38.8%	grade	freshman	456	45.9%
	female	608	61.2%		sophomore	325	32.7%
					junior	213	21.4%

### 2.2. Tools

#### 2.2.1. College Students' Learning Burnout Questionnaire

There are 20 items in total, including 3 subscales of low mood, improper

behavior and low sense of achievement, with 1 (very inconsistent) to 5 (very consistent) 5 points. The result of adding up the scores of the scale is the total score. The higher the total score, the higher the degree of learning burnout. The research shows that the reliability, reliability and stability of the questionnaire are relatively ideal, and the structural validity and content validity are relatively high, which can be used as a tool to measure the learning burnout of college students.

#### 2.2.2. College Students' Professional Commitment Questionnaire

There are 27 items in total, and the subjects are required to evaluate their anxiety level since entering the graduation class. 1 (very consistent) to 5 (very inconsistent) points. It includes four dimensions of emotional commitment, continuous commitment, normative commitment and ideal commitment, with a score of five points. The result of adding up the scores of the scale is the total score. The higher the total score, the higher the degree of learning burnout. Cronbach of the

questionnaire in this study  $\alpha$  The coefficient is 0.88.

#### 2.2.3. General Self-efficacy Scale

10 projects, involving the self-confidence of individuals when they encounter setbacks or difficulties. 1 (completely correct) to 4 (completely incorrect) points, and finally calculate the total score or total average score of the scale.

### 2.3. Statistical methods

SPSS26.0 software is adopted. Independent sample t-test and one-way ANOVA were used to compare the scores of various scales of students of different genders and grades, Pearson correlation analysis was used to explore the correlation between professional commitment, general self-efficacy and learning burnout, and regression analysis was used to explore the factors affecting learning burnout.

## 3. Results

### 3.1. Comparison of scores of students of different genders and grades on various scales

The general self-efficacy score of boys is higher than that of girls (Table 2).

**Table 2.** Comparison of scores of different scales of students of different sexes (  $\pm s$  )

Scale	Male	Female	t	P
professional commitment	3.9 $\pm$ 0.6	3.9 $\pm$ 0.5	-0.35	0.94
self-efficacy	2.7 $\pm$ 0.6	2.6 $\pm$ 0.6	4.37	<0.01
learning burnout	3.1 $\pm$ 0.5	3.0 $\pm$ 0.3	4.67	0.12

Freshman students scored higher in professional commitment than sophomores and juniors, and freshmen

scored lower in learning burnout than sophomores and juniors (Table 3).

**Table 3.** Comparison of scores of students of different grades on various scales(  $\pm s$  )

Grade	freshman	sophomore	junior	F	P
professional commitment	4.1 $\pm$ 0.5	3.8 $\pm$ 0.5	3.8 $\pm$ 0.5	28.99	<0.01
self-efficacy	2.7 $\pm$ 0.6	2.6 $\pm$ 0.6	2.6 $\pm$ 0.6	0.46	0.63
learning burnout	3.0 $\pm$ 0.4	3.1 $\pm$ 0.4	3.1 $\pm$ 0.3	10.94	<0.01

### 3.2. Correlation analysis of professional commitment, general self-efficacy and learning burnout

The correlation analysis of professional commitment,

general self-efficacy and learning burnout shows that professional commitment is significantly negatively correlated with learning burnout scores (Table 4).

**Table 4.** Correlation analysis of professional commitment, general self-efficacy and learning burnout

Scale	±s	professional commitment	self-efficacy
professional commitment	3.92±0.55		
self-efficacy	2.64±0.60	0.49**	
learning burnout	3.06±0.38	-0.26**	-0.50

Note: \*\*P<0.01.

### 3.3. Regression analysis of learning burnout on professional commitment and general self-efficacy

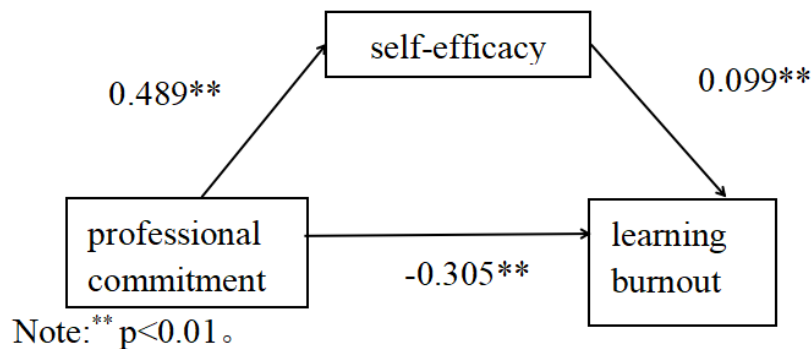
In order to further investigate the relationship between professional commitment, general self-efficacy and professional commitment, a multiple linear regression analysis was conducted with professional commitment and general self-efficacy as predictive variables and learning burnout as dependent variables. The results are shown in Table 5. Learning burnout has a significant regression effect on professional commitment and general self-efficacy, and

both professional commitment and general self-efficacy have a significant predictive effect on learning burnout. When professional commitment and general self-efficacy were used to predict learning burnout, general self-efficacy showed a higher predictive effect.

Further path analysis shows that professional commitment has a direct predictive effect on learning burnout, with a direct effect of -0.31. Professional commitment can also indirectly affect learning burnout through general self-efficacy, with an indirect effect of 0.05. This result shows that general self-efficacy plays a partial mediating role in the influence of professional commitment on learning burnout (Figure 1).

**Table 5.** Regression analysis of learning burnout on professional commitment and general self-efficacy

Dependent variable	independent variable	R	R2	F	B	β	t
learning burnout	Equation model	0.271	0.073	39.182**			
	professional commitment				-0.211	-0.305	-8.701**
	self-efficacy				0.063	0.099	2.833**



**Figure 1.** Path Analysis Results

## 4. Discussion

### 4.1. Analysis of the overall situation of professional commitment, general self-efficacy and learning burnout

The results show that college students' academic self-efficacy, professional commitment and learning burnout are in good condition as a whole. In terms of general self-efficacy, boys' self-efficacy is stronger than girls', and there is no significant difference between the three grades of students' self-efficacy. In terms of professional commitment, freshmen scored higher in professional commitment than sophomores and juniors. In terms of learning burnout, freshmen scored lower in learning burnout than sophomores and juniors. This is basically consistent with previous research results[4-5]. In addition, higher vocational students have a high degree of learning burnout, and there is a phenomenon of exclusion of learning, which should be paid attention to.

### 4.2. Relationship between professional commitment and learning burnout

The correlation analysis shows that professional commitment is negatively correlated with learning burnout. Regression analysis shows that learning burnout has a significant regression effect on professional commitment, and professional commitment is a negative predictor of learning burnout. The path analysis also shows that professional commitment has a significant direct effect on learning burnout, and professional commitment can directly affect learning burnout. This is consistent with previous studies. Professional commitment refers to the positive attitude and behavior of college students who identify with their majors and are willing to make corresponding efforts. The higher the degree of recognition of college students with their majors, the stronger the sense of belonging and mission to their majors. The deeper the emotion, the more helpful it is to improve their learning enthusiasm and effectively reduce learning burnout [2,6].

### 4.3. The relationship between general self-efficacy and learning burnout

The correlation analysis shows that general self-efficacy is negatively correlated with learning burnout. Regression analysis shows that learning burnout has a significant regression effect on general self-efficacy, which is a negative predictor of learning burnout. The result of path analysis also shows that general self-efficacy has a significant direct effect on learning burnout. That is, the higher the level of general self-efficacy, the lower the level of learning burnout. General self-efficacy can effectively affect the level of learning burnout. This is in line with the basic situation of college students. Students with a good sense of self-efficacy have stronger confidence in their learning ability, higher interest in learning itself, and less learning burnout [2,5].

### 4.4. Mediation of general self-efficacy between professional burnout and learning burnout

The result of path analysis shows that when professional commitment and general self-efficacy jointly predict learning burnout, the direct effect of professional commitment on learning burnout is significant, the direct effect of professional commitment on self-efficacy is significant, and the direct effect of self-efficacy on learning burnout is significant. Self-efficacy plays a partial intermediary role between professional commitment and learning burnout. Therefore, to reduce students' learning burnout, in addition to improving students' professional commitment, it can also be achieved by improving students' self-efficacy. The influence of professional commitment on learning burnout is to some extent transformed through self-efficacy. Self-efficacy plays a partial intermediary role between professional commitment and learning burnout. Professional commitment can directly affect learning burnout, and it can also affect learning burnout through self-efficacy. Therefore, from the social level, college students' learning burnout can be reduced by improving the employment system and expanding academic education at all levels; From the educational level, schools can improve professional commitment and self-efficacy by strengthening career planning education, optimizing and improving the

scholarship system, and cultivating all-round development talents, so as to reduce the degree of learning burnout of higher vocational students.

## Acknowledgment

This article is the result of the 2021 special project of the education and science research youth of Tibet Autonomous Region "Research on the relationship between social support, psychological resilience and employment anxiety of college students in Tibet" (No.: XZJYKT521009) and the 2022 school-level project of Lhasa Normal College "Research on learning burnout and intervention of normal students in the post-epidemic era".

## References

- [1] Lian Rong, Yang Lixian, Wu Lanhua. The relationship between college students' professional commitment and learning burnout and the development of the scale [J]. *Journal of Psychology*, 2005 (05): 632-636.
- [2] [Wang Bohua. Research on the relationship between college students' academic self-efficacy, professional commitment and learning burnout [D]. Heilongjiang University, 2015.
- [3] Zhao Jun. The relationship between college students' self-efficacy and learning burnout -- the intermediary role of professional commitment [J]. *Journal of Inner Mongolia Normal University (Education Science Edition)*, 2013,26 (07): 85-87.
- [4] Chen Jiasheng. The relationship between college students' learning burnout, self-efficacy and professional commitment [J]. *Journal of Shangqiu Vocational and Technical College*, 2014,13 (06): 30-31.
- [5] Zhao Li. Research on professional commitment, learning burnout and academic self-efficacy of undergraduate nursing students and their relationship [D]. Chongqing Medical University, 2011.
- [6] Samuel Melamed, Arle Shiro, etc. Burnout and Risk of the Cardiovascular Disease: Evidence, Possible Causal Path sand Promising Research Directions [J]. *Psychology bulletin*, 2006,(3).