

Research on Learning burnout Among Marketing Students in Experimental Courses

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Abstract: This study explores the current status of leaning burnout among students in the Marketing Department of Guangdong University of Finance and Economics during experimental courses and its influencing factors. The survey results indicate that students are generally experiencing a moderate level of leaning burnout, with a notably low sense of achievement. The main reasons include the lack of effective study methods, insufficient enthusiasm for learning, and difficulties in mastering data analysis knowledge. Additionally, external factors such as poor self-control, monotonous teaching styles from instructors, and peer pressure among classmates further exacerbate this phenomenon. The study proposes recommendations to strengthen guidance on study methods, enrich teaching formats, provide knowledge support, and foster a positive learning atmosphere to enhance students' motivation and sense of achievement in experimental courses. The findings provide important references for higher education practice and subsequent research in related fields.

Keywords: Leaning Burnout; Experimental Learning; Marketing Major.

1. Introduction

With the quality development of higher education entering a new journey, the transformations in learning concepts, learning methods, and learning motivation present new requirements for high-quality learning among marketing students. Students not only need to master extensive theoretical knowledge but also possess business data analysis skills to respond to the ever-changing market demands. However, with the increase in experimental teaching, the growing learning pressure, and the rising difficulty of big data analysis, many marketing students are facing the issue of leaning burnout.

Leaning burnout refers to the negative emotions and behaviors resulting from prolonged stress, fatigue, and a lack of motivation during the learning process [1]. This phenomenon not only affects students' learning efficiency and academic performance but may also have adverse effects on their mental health and future career development. Therefore, a thorough investigation into the phenomenon of leaning burnout among marketing students is of significant practical importance for understanding its causes and formulating countermeasures.

This study on leaning burnout among marketing students is of substantial theoretical and practical significance. By systematically examining the causes and influencing factors of leaning burnout, the research can enrich the relevant theories in educational psychology and higher education, providing new data support for empirical studies on leaning burnout. Moreover, the findings will serve as a reference for the reform and optimization of marketing courses in higher education, helping educators better understand students' psychological states and take effective measures to alleviate learning pressure while enhancing motivation and participation. Additionally, the outcomes of this study will provide decision-making support for educational administrators, promoting reforms and innovations in the education system, emphasizing the integration of theory and practice, and nurturing high-quality marketing professionals that meet market demands.

2. Research Methods

This study aims to explore the phenomenon of leaning burnout encountered by marketing students in experimental learning and its influencing factors. We will employ a questionnaire survey method, targeting students from the Marketing Department of Guangdong University of Finance and Economics.

The research questionnaire consists of two parts: the current status of leaning burnout among marketing students in experimental learning and the factors influencing their learning leaning burnout. The status survey draws on existing leaning burnout questionnaires for college students, integrating elements of online resource provision and characteristics of experimental learning to develop a three-dimensional measurement indicator system for experimental learning burnout, which includes emotional distress, inappropriate behaviors, and low sense of achievement [2].

Data will be collected using a combination of online and offline methods. Data analysis will be conducted using SPSS to assess the current status of learning burnout and its influencing factors. We will strictly adhere to ethical standards to ensure participant privacy and data security.

3. Analysis of Leaning Burnout Status

A total of 320 questionnaires were distributed in this survey, with 303 valid responses collected, resulting in an effective response rate of 95.8%. Among the respondents, there were 89 males (29.7%) and 214 females (70.6%); 127 first-year students (41.9%), 76 second-year students (25.1%), 73 third-year students (24.1%), and 27 fourth-year students (8.9%).

Using SPSS 26.0, reliability tests were conducted on the questionnaire regarding the influencing factors of online learning leaning burnout. The overall Cronbach's α coefficient of the questionnaire was 0.847, which is greater than 0.7 and indicates an acceptable level of reliability. The Cronbach's α coefficients for each dimension were also above 0.7, demonstrating high reliability for the dimensions of the online learning burnout influencing factors questionnaire.

Validity tests revealed a KMO value of 0.847, and Bartlett's test of sphericity showed $P < 0.001$, indicating that the questionnaire's validity requirements were met.

After data organization, the average score for leaning burnout in experimental courses was 3.85. The scores for the three dimensions—low sense of achievement, emotional distress, and inappropriate behaviors—were 4.10, 3.81, and 3.82, respectively. This indicates that students in the Marketing Department of Guangdong University of Finance & Economics are experiencing a moderate level of leaning burnout in experimental teaching, with the issue of low achievement being particularly severe.

In specific items, the statement "I do not have my own learning methods and plans for experimental learning" had the highest average score (4.39), followed by "I find it difficult to maintain long-term enthusiasm for experimental learning" (4.60) and "Mastering data analysis knowledge during experimental learning is relatively difficult for me" (4.70). It is evident that for marketing students, the lack of effective learning methods, learning plans, enthusiasm for learning, and the high difficulty of mastering professional knowledge are prominent issues contributing to learning burnout in experimental courses.

4. Analysis of the Cause of Leaning Burnout

4.1. Self-related Factors

According to the survey data, more than half of the students believe that poor self-control is the main self-related reason for learning burnout in experimental learning. The proportion of students attributing their burnout to mood, psychological factors, and physical conditions is also significant. The data indicates that weak self-control is seen by many students as a crucial personal factor leading to leaning burnout. During experimental learning, students may be easily distracted by other online resources when using computers, leading them to engage in activities unrelated to their studies. To change this phenomenon, students must overcome their addiction and dependency on online entertainment. Limiting internet usage during experimental learning could improve students' learning efficiency.

When facing challenges in keeping up with the teacher's pace during experimental learning, 60% of students tend to study independently using the PPT and textbooks, while about a quarter of the students may give up studying altogether. Only about 10% of students seek help from teachers. This indicates that the cost of utilizing teacher resources effectively increases during experimental learning. Students prefer convenient methods to solve problems, which may lead to a higher likelihood of giving up on studying in the long term.

Psychological, physical, and emotional factors are common causes of learning burnout in experimental learning. This indicates that the reasons for learning burnout are not singular but rather complex. Many marketing students struggle with mathematics, leading to feelings of inferiority and self-doubt, which can result in low spirits and negative self-evaluations of their mathematical abilities [3]. Additionally, poor time management and overcommitment might lead to physical exhaustion, making it difficult to concentrate during experimental learning. In such cases, students should make adequate adjustments on their part. Psychologically, students should encourage themselves with

positive affirmations and actively seek help. Physically, they should engage in regular exercise, manage their time wisely, and establish healthy routines to maintain their physical well-being.

4.2. Teacher-related Factors

The data shows that the primary teacher-related reason for learning burnout in experimental learning is the monotonous and unengaging teaching methods employed by instructors, although the other three options also hold some significance. More than half of the students believe that the boring and repetitive teaching style of instructors is one reason for their learning burnout. Experimental teaching has emerged as a new content area in recent years, characterized by its novel teaching materials and the necessity to conduct classes in computer labs, which differs from traditional classroom teaching methods. As a result, students often struggle to adapt. Moreover, many experimental courses focus heavily on virtual data analysis and mining, neglecting the context and commercial significance of the data, which diminishes students' interest in learning. This emphasizes the need for experimental teaching to incorporate real-life and engaging case studies to help students understand the marketing implications behind data analysis.

4.3. Social Factors

The survey indicates that the greatest social reason for learning burnout is the excessive learning pressure imposed by peers, followed closely by parents' lack of understanding and support regarding experimental learning. College students are in a stage of physiological maturity but still developing psychologically, leading them to be overly concerned about the behaviors of others. Consequently, the achievements of their peers can create unrealistic pressure, which further exacerbates learning burnout.

Additionally, the age gap between college students and their parents can be significant, with many parents unable to comprehend new trends or the academic challenges their children face. This lack of familial support and understanding can result in feelings of helplessness and frustration among students, directly affecting their attitudes towards experimental learning.

5. Conclusion

This study conducted an in-depth investigation and analysis of leaning burnout among students in the Marketing Department of Guangdong University of Finance & Economics during experimental courses. The results indicate that students generally experience a moderate level of leaning burnout, characterized by low sense of achievement, emotional distress, and inappropriate behaviors. Through data analysis, we identified prominent issues faced by students in experimental learning, including a lack of effective study methods and plans, insufficient enthusiasm for experimental learning, and difficulties in mastering data analysis knowledge.

In the analysis of causes, students widely perceive their lack of self-control as the primary internal factor contributing to leaning burnout. Additionally, the monotonous and boring teaching methods employed by instructors, along with peer pressure, are considered external factors that further exacerbate students' feelings of leaning burnout. These factors indicate a pressing need for improvement in the organization and implementation of experimental teaching.

In response to the aforementioned issues and causes, this study presents several recommendations: Firstly, schools should enhance guidance on students' study methods and plans, assisting them in establishing targeted learning strategies. Secondly, teachers should diversify their teaching approaches, utilizing case-based learning methods to increase classroom engagement and interaction, thereby stimulating students' enthusiasm for learning. Thirdly, there should be an increase in support and tutoring for data analysis knowledge, providing students with more learning resources. Finally, cultivating a supportive learning atmosphere that encourages mutual assistance and communication among students can help alleviate competitive pressure.

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