

Research On Classroom Burnout And Misbehavior Of Fresh Graduates Of Ethnic Universities

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Abstract: This study uses the questionnaire survey of the senior students in a university, finding the fresh graduates generally have class learning burnout behavior, and on the basis of analyzing the problems, the factors causing this behavior are discussed. Statistics show that the lack of curriculum, teacher's teaching level, school management and students' individual power sources are the main reasons leading to the burnout of senior students. On this basis, targeted suggestions are put forward.

1. Introduction

The learning burnout of college students reflects the negative learning psychology of college students, which refers to the negative attitudes and behaviors that are weary of learning due to learning pressure or lack of learning interest. It's generally considered that there are three dimensions which include depress, improper behavior and low sense of accomplishment[1]. "Classroom burnout inappropriate behavior" is one of the dimensions of learning burnout, and it is also an intuitive expression of emotion and sense of achievement, which can better reflect the learning status of college students.

Some studies believe that college students' improper learning behaviors are mainly manifested in school absenteeism, lateness, and assignment procrastination. The phenomenon of school absenteeism is a serious problem and even a bad habit [2]. The class misconduct of students in the graduating grade is particularly prominent. For example, students' classroom attendance and classroom learning efficiency are extremely low. This problem has caused widespread concern. Many scholars have discussed the reasons for this phenomenon. Graduates are under great pressure for employment. Factors such as improper school management, individual student characteristics, school environment, teacher teaching, curriculum, and external social pressure are considered to be the main causes of classroom misconduct[3]. The author believes that the existing studies have a more comprehensive analysis of the causes of this problem, but most of them are qualitative studies, and there are few quantitative analyses based on empirical evidence[4].

Based on the questionnaire survey, this article uses data analysis to objectively explore the deep-seated reasons behind the problem, truly grasp the causal relationship between them, and strive to put forward more targeted, more specific, and more operable opinions and suggestions.

2. Survey Objects And Research Methods

2.1. Survey objects

The author took the 2013 undergraduate graduates of A University as the main survey object, and conducted an in-depth investigation of classroom burnout behavior in the form of a questionnaire survey. A total of 500 questionnaires were distributed in this survey, and 444 valid questionnaires were recovered (effective rate 88.8%). The specific sample structure of this sample questionnaire

survey is as follows:

2.1.1. Gender structure

There are 222 boys and 222 girls, each accounting for 50% of the total valid sample.

2.1.2. Profession distribution

The sample covers 15 majors of University A. According to their professional attributes, this article classifies all samples as five major categories, such as literature, history, philosophy, science and technology, arts and sports, medicine, and ethnic characteristics majors. Table 1 shows the number of the sample and their proportions.

Table 1. The Distribution of Survey Sample Majors

Professional Classifications	Samples	Proportion of the Total Samples
History and Philosophy	176	39.6%
Science	151	34.0%
the PE & Art Major	36	8.1%
Medical	41	9.2%
Ethnic Characteristics Majors	40	9.0%

2.2 Research Methods

This subject mainly uses survey method, content analysis method and interview method as the research methods. A combination of questionnaire surveys and face-to-face interviews were used. Besides using questionnaire survey on the sample of school and face-to-face interviews with some students, teachers and school administrators. The questionnaire survey strives to cover a wide range, the survey objects are representative, conduct surveys from various aspects and angles, collect materials as comprehensively as possible, which practically reflects the fresh college graduates' current situations and influencing factors of classroom learning, then propose some relevant suggestion.

3. Analysis of survey results

3.1 Explicit manifestations of college students' classroom burnout-the overall situation of truancy

School skipping classes is the most direct manifestation of college students' classroom learning burnout, and the incidence of school skipping classes among senior students is extremely high. The results of the sample survey show that the students who have not skipped class in the fourth year accounted for only 19.4% of the total sample of the survey, that is to say, more than 80% of the students had more or less skipped class, and the proportion of students who chose "frequent skipped class" reached 20.9%. Table 2 is the result of a survey of the total number of students skipping classes. The data shows that more than half of the students have an average of 1-2 skips per week, and the proportion of students who skipped more than 3 times per week is close to 30%. Correspondingly, the average number of courses per week in the sample colleges and universities in the fourth academic year is only 4-5. The number of senior students skipping classes is high, and the high frequency is evident.

Table 2. Survey of the average number of students skipping classes per week in the fourth academic year

0 Time		1—2 Times		3—4 Times		More than 4 Times	
Number of people	Proportion	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion
87	19.6%	225	50.7%	95	21.4%	37	8.3%

3.2. Intuitive mapping of college students' classroom burnout-the overall situation of class status

Relative to the explicit form of skipping classes, college students' negative classroom learning behaviors also manifest as "they are studying in the classroom, but their heart has gone far", such as chatting in the classroom, sending text messages, taking a nap, reading idle books, etc. Studies have called this phenomenon "invisible skipping class" [5], which is another manifestation of classroom learning burnout.

The descriptive statistical results of the subject about the class status of college students show that nearly 20% of the students think that they can't learn anything from the class at all. This mentality is reflected in the class status, and a large number of hidden class skips have appeared. The survey data shows that only 13.1% of the students "take all the courses seriously" and 8.1% of them "do not listen at all". The rest of the class is unstable and will be affected by other factors such as courses, teachers and personal emotions.

3.3. Analysis of gender differences in classroom burnout

The descriptive statistical results on the frequency of skipping classes show that the proportion of girls who did not skip classes was 22.5%, the proportion of boys who did not skip classes was 16.2%; and the proportion of girls who often skipped classes was 17.1%, in the sample of male students, the proportion of frequent truancy is 24.8%. The data in Table 3 also shows that the frequency of girls skipping classes is significantly lower than that of boys, which is consistent with the results of many existing studies. For the reasons of this gender difference, some studies believe that girls are more likely to complete regular learning tasks according to school requirements, such as attending classes on time and completing assignments on time, while boys are more inclined to escape [6].

However, the author used an independent sample T test to analyze the difference in class status of students of different genders. The results showed that there was no significant difference between boys and girls ($P>0.05$). It can be seen that although girls chose not to skip classes due to various factors, their enthusiasm for class is not much higher than boys.

Table 3. Statistics of average number of skipped classes per week in senior year

Gender	0 time		1-2 times		3-4 times		More than 4 times	
	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion
Male	33	14.9%	112	50.5%	55	24.8%	22	9.9%
Female	54	24.3%	112	50.9%	40	18.0%	15	6.8%

3.4. Analysis of professional differences in classroom burnout

Through the investigation and analysis of classroom behaviors of students from different majors, there are significant differences among different majors. Among the sample students, the highest proportion of students skipping classes is the science and engineering students, whose "frequently skipping classes" accounts for 31.1%; followed by the students of literature, history and philosophy, the proportion of "frequently skipping classes" is 21%, which is more frequently than students in the other three majors; meanwhile, the data of students who have no experience of skipping classes show that the highest proportion is ethnic characteristics majors, and the proportion of "no skipping class" is 30%; followed by the medical class, the proportion is 29.3%; PE major and art major are 22.2%; science, engineering and literature, history and philosophy are lower, 16.6% and 16.5% respectively. This shows that in terms of the frequency of truancy, students with ethnic characteristics majors and medicine are lower, followed by PE major and art major, while students majors in literature, history, philosophy, science and engineering have higher truancy.

According to the statistics of the number of weekly skipping classes of students from different sample majors, the average ratio of skipping classes twice or more per week is for science and

engineering students, followed by literature, history and philosophy, which proves again that the class learning burnout of these two types of students is more serious. The results of the chi-square test also show that professional factors are significant in the rate of students skipping classes ($P<0.01$).

Table 4 is an analysis of the differences in classroom learning status of students in different majors. The results show that there are significant differences in the classroom learning status of students in various majors. The author's "be careful to listen to all courses" learning behavior is defined as active learning behavior, corresponding to learning burnout. The proportion of active learning in each major is from high to low: medical, ethnic characteristics majors, literature, history and philosophy, science and engineering, PE major and art major. It can be seen that medical students have the lowest level of class burnout, followed by ethnic specialties. The chi-square test results also verify that professional factors are significant in the students' classroom learning status ($P<0.01$).

Table 4. Analysis of professional differences in college students' classroom learning status

Major	The state of your senior year in class			Chi-square test result	
	Listen carefully to all courses	depending on the course	don't listen at all	df	Sig. (2-sided)
Literature, History and Philosophy	11.9%	81.3%	6.8%	8	0.000
Science and Engineering	7.9%	78.1%	13.9%		
Art class	5.6%	91.7%	2.8%		
Medicine	31.7%	65.9%	2.4%		
Ethnic Characteristics Majors	25.0%	72.5%	2.5%		

3.5. Regression analysis of influencing factors of classroom burnout behavior

The author takes whether students skip school classes as the dependent variable, and the independent variables are students' individual characteristics, curriculum setting, teachers' teaching ability, school management and other factors. Then, using Logistic regression model to analyze the influence of these factors on students' classroom burnout behavior. In this paper, four models are obtained by gradually adding personal factors, curriculum factors, teacher factors, school factors and other control variables. The regression results are shown in Table 5.

Table 5. Logistic regression model of truancy on sample students

Variables	Model 1	Model 2	Model 3	Model 4
(Constant)	2.536	2.002	1.172	1.223
Gender (Reference: Female)	-0.402*	-0.379*	-0.402*	-0.400*
Major (Reference: Major with Ethnic characteristics)	-0.220***	-0.208***	-0.154**	-0.156**
Academic level (Reference: low)		0.242***	0.136***	0.134***
Whether the course setting is satisfactory (Reference: No)			0.355**	0.356**
Teacher's teaching ability (Reference: low)			-0.232*	-0.226*

Variables	Model 1	Model 2	Model 3	Model 4
Expectation of classroom learning (Reference: low)			0.288*	0.288*
School management (Reference: loose)				-0.042*
R2	0.020	0.023	0.040	0.040

Note :*** was significant at 1% level,** was significant at 5% level, and * was significant at 10% level

Results showed that the gender professional factors in the individual characteristics of students are significant but negative. About truancy behavior, it indicates that male students are more serious than female students, and other majors are more serious than ethnic students, which is consistent with the descriptive analysis above. In addition, there is a significant difference between students' grade level and their truancy behavior at the level of 0.001, that is to say, there is a significant negative correlation between students' truancy tendency and their grade level. Further on different grades of the students' classroom learning status is analyzed, the results show that the proportion of students with good grades in the class is slightly higher, there is no significant difference in the state of students with different grades ($P > 0.05$), the majority of students listening to lectures seriously depends on the different courses, such as the practicality of the course content, the vividness of the teacher's lectures and other factors. This also shows that the influence of curriculum setting and teachers' teaching level on students' learning state is much greater than that of individual characteristics of students.

To some extent the curriculum factor and the teacher factor would be interacted, so model 3 takes curriculum, teachers' teaching ability and students' classroom learning expectations setting as a group of variables to conduct regression simultaneously. The results show that the stronger teachers' teaching ability is, the less students' truancy probability will be. Besides, the higher the students' satisfaction with the curriculum and the higher their expectation of classroom learning, the lower the students' tendency to skip school classes. At the same time, the severity of the school's management of truancy also affects the probability of truancy. Research shows the severity of the punishment of school for truancy is significantly negatively correlated with the truancy rate.

3.6. Enlightenment from the characteristics of ethnic specialties in sample universities

There are several ethnic specialties in the sample colleges and universities. The survey results show that students of this specialty have a low degree of class burnout. The author analyzes the characteristics of this major. The following points can be used for reference. Firstly, the ethnic major curriculum is highly professional, the curriculum system is relatively complete, and the discipline construction level is high. Generally, the "2 + 2" talent training model is adopted, which means the professional basic courses are set up in the first and second school years, and offer professional courses in the third and fourth school years. Secondly, these professional colleges attach great importance to teaching work and insist on driving research through teaching. And because these majors are set less in general colleges and universities, the competition pressure of related teachers is slightly less than that of ordinary professional teachers, so that they have more energy to invest in classroom teaching. Thirdly, the students of these majors are mostly ethnic students, and their employment destinations are mostly returned to the ethnic areas of origin mostly. Due to the large talent gap in the ethnic areas, the employment status of ethnic major graduates is more optimistic, and the employment pressure is less, so classroom learning will not be affected by looking for a job.

4. Exploration Of The Courses And Suggestions

4.1. The contradiction between the needs of employment among students and the lag of curriculum arrangement

According to the data of the subject, 65.7% of the students think that the senior year should be based on job search or postgraduate examination. It can be seen that graduates generally believe that employment pressure is high. At the same time, 66.9% of students believe that academic performance during college will not affect employment, which increases the incidence of classroom burnout among senior students. Therefore, it is necessary to reform the existing curriculum system, introduce new teaching content, and adjust the curriculum settings, in order to make the improvement of students' professional ability mainly comes from classroom teaching, especially for graduates, more practical courses should be added to improve students' professional employability, only in this way can solve the contradiction between the needs of students' employment and classroom learning. The survey found that medical majors combined classroom learning with practice better. There was a full year of probationary period before graduation. During this period, classroom learning and practical learning were interleaved, which greatly increased students' interest in learning. This approach can serve as a reference.

4.2. The contradiction between students' classroom learning requirements and teachers' emphasis on scientific research but less on teaching

In this survey, more than half of the students' learning burnout is affected by teachers' teaching abilities. In each dimension of teachers' teaching ability, according to the level of students' attention, the factors are teachers' emotional state, whether teachers' lectures are vivid and interesting, whether the knowledge is abundant, whether the classroom management of teachers' is strict, and whether teachers value the interactivity between with students. Thus, only by reforming the evaluation system of college teachers and increasing the assessment of teachers' teaching ability can teachers improve their teaching level continually. Only by pulling the teacher's energy back to classroom teaching can more students be attracted to classroom learning.

4.3. The contradiction between export and import in school management

Only by increasing the opportunity cost of students' burnout behaviors in class can students have a more positive learning attitude. Therefore, schools should establish a more scientific and reasonable mechanism of students' evaluation and increase the weight of students' daily learning performance in the evaluation system. Besides, schools can reform their examination system, so that the test scores can more truly reflect students' level of learning engagement. Schools should also expand employment channels for students through multiple channels and take more proactive actions in student employment. At the same time, schools can strive for greater employment priority recommendation rights, and link the assessment of students to employment. In this way, strict management of universities will become a smooth bridge between the entrance and exit rather than an unsolvable bottleneck.

4.4. The contradiction between individual motivation and the pressure of students

Based on the investigation of the motivation source of college students' classroom learning, the results show that personal habits and hobbies are the main motivation for students to attend class. However, examination and employment pressure only accounted for 30% of students' enthusiasm for attending classes. Meanwhile, the direct and objective motivation are in a general lack of state, such as: the goal for learning, motivation and the management of school classrooms. All of these are the guarantee of students' self-discipline, so schools should stimulate students' learning motivation through scientific and strict management. Families and society should also actively provide the necessary guarantee to turn students' pressure into motivation.

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