

# EXPLORING THE IMPACT OF PSYCHOLOGICAL CAPITAL ON LEARNING BURNOUT AMONG FINANCIAL MANAGEMENT FRESHMEN"

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**Abstract:** Vocational education, a pivotal component of national education systems, plays a crucial role in nurturing diverse talents, preserving technical expertise, and fostering employment and entrepreneurship. The "National Vocational Education Reform Implementation Plan" issued by the State Council in 2019 emphasized the equal importance of vocational education alongside general education. Higher vocational education, a subset of vocational education, has seen substantial growth in recent years, with a rising number of institutions and students. However, higher vocational students often face challenges such as weak learning foundations, low motivation, disinterest in their majors, attendance issues, excessive internet use, dropouts, and academic dishonesty, leading to a concerning increase in learning burnout.

This paper addresses the escalating issue of learning burnout among higher vocational students. It delves into the factors and mechanisms contributing to this phenomenon and explores strategies to mitigate learning burnout, enhance learning motivation, and promote the overall well-being of higher vocational students. Drawing from recent research findings, including studies conducted by Liu Yan, Peng Cong, and Chen Jianwen (2021) and Lu Peipei and Zhou Jing (2019), this study seeks to shed light on the path forward for improving the educational experience of higher vocational students.

**Keywords:** Vocational Education, Higher Vocational Students, Learning Burnout, Learning Motivation, Well-Being

## Introduction

As an important part of the national education system and human resource development, vocational education is an important way to cultivate diverse talents, inherit technical skills, and promote employment and entrepreneurship. The "National Vocational Education Reform Implementation Plan" issued by the State Council (2019) pointed out that vocational education and general education belong to two different types of education, but they have the same important status. Higher vocational school education is a kind of vocational education. In recent years, the number of higher vocational colleges and students in higher vocational schools has been increasing rapidly, and the scale of higher vocational education has continued to expand. However, due to the relatively weak learning foundation and weak learning motivation of higher vocational students, there are generally phenomena in higher vocational students such as lack of interest in their majors, being late and absent

from classes, addicted to the Internet, dropping out of school and cheating in exams. The problem of their learning burnout is becoming more and more serious, which has become the focus of the researcher's investigation. For example, Liu Yan, Peng Cong, and Chen Jianwen (2021) selected 3 higher vocational colleges in Hunan Province to conduct research, and the results showed that the average score of learning burnout of higher vocational students was 2.85, which was above the middle level [1]. Lu Peipei and Zhou Jing (2019) found in their research that the proportion of vocational nurses with learning burnout was as high as 83.74% [6]. Therefore, it is of positive significance to study the influencing factors and mechanism of learning burnout, and to explore the paths and methods to reduce learning burnout, to improve the learning motivation of higher vocational students and to promote the physical and mental health of higher vocational students.

With the development of positive psychology, the importance of psychological capital in the field of education has gradually increased. Previous studies have found that the positive psychological capital of vocational students has an important impact on learning burnout (Tian Fengjuan, Jiang Jiguo, 2017) [8]. As a positive individual resource, positive psychological capital can act as a buffer, reduce the exhaustion of internal resources, and help alleviate online learning burnout (Huang Wenjuan, Lei Liqiong, Ou Liya, etc., 2022) [3]. Zeng Jinghui (2019) found in an empirical study on the relationship between psychological capital and learning burnout of higher vocational students that there was a significant negative correlation between psychological capital and learning burnout of higher vocational students [10]. This shows that the psychological capital of higher vocational students can better predict their learning burnout, improve the level of individual psychological capital, and help reduce their learning burnout. Juan Pang (2016) studied the relationship between learning motivation, psychological capital and academic burnout of higher vocational students [7]. Cultivating psychological capital and stimulating learning motivation can effectively improve the academic burnout of higher vocational students.

At present, the research objects of psychological capital and learning burnout are mainly concentrated on the total group of college, middle and primary school students, and there are few researches specifically targeting the freshmen group of higher vocational colleges. Based on this consideration, this study takes the freshmen majoring in financial management as the research object. If we can understand the current situation of psychological capital and learning burnout of freshmen in higher vocational schools and the relationship between them, and analyze the important influencing factors, then we can discuss the coping strategies in a targeted manner. When students enter the freshman year, schools can effectively prevent and reduce students' learning burnout by cultivating students' psychological capital and stimulating learning motivation.

## **1. Research object and method**

### **1.1 Research object**

The totality of this study is 660 freshmen majoring in financial management in Guangxi Financial Vocational College. According to Robert V. Krejcie and Daryle W. Morgan's Sample Size Form for Determining Research Activities, a sample size of 260 freshmen was drawn between September 2022 and July 2023 by using simple random sampling.

### 1.2 *Research method*

Firstly, by consulting the literature and comprehensively analyzing the relevant research of previous researchers, it provides a theoretical basis for the topic selection and analysis of this study. Secondly, simple random sampling was used to conduct questionnaire surveys in classrooms and online. After the questionnaires were collected, SPSS was used to record, collate, analyze and write a research report.

### 1.3 *Research tool*

In order to study the psychological capital and learning burnout of freshmen majoring in financial management, the researcher designed a questionnaire according to the following five steps.

- 1) Sorting out relevant literature of predecessors.
- 2) Review relevant policies and regulations.
- 3) There are three dimensions of learning burnout: depression, misbehavior, and low sense of achievement.
- 4) There are 46 questions in this questionnaire survey, including 26 questions in the psychological capital survey and 20 questions in the learning burnout survey. The researcher sends the questionnaire to 3 experts to check its correctness and validity. According to expert appraisal, the IOC values are all between 0.67-1.00, meeting the quality requirements.
- 5) After review by experts, the psychological capital and learning burnout questionnaires of freshmen majoring in financial management were determined.

The questionnaire design is mainly divided into the following three parts:

**Part I:** Basic Information Questionnaire. This part of the questionnaire includes basic information on three variables, namely gender, family location and academic performance.

**Part II:** Psychological Capital Questionnaire. The psychological capital part of this study uses the "Positive Psychological Capital Questionnaire" compiled by Zhang Kuo (2010) [13], and the internal consistency reliability of the total scale is 0.966. The KMO value is 0.833, and the KMO value is greater than 0.8. The research data is very suitable for extracting information, and the validity is reflected from the side. This part of questionnaire has a total of 26 questions and is divided into four dimensions: self-efficacy, resilience, hope, and optimism. Among them, there are 7 items in the self-efficacy dimension (1,3,5,7,9,11,13), 7 items in the resilience dimension (2,4,6,8,10,12,14), and 6 items in the hope dimension (15, 17, 19, 21, 23, 25), and 6 items on the optimistic dimension (16, 18, 20, 22, 24, 26). The questionnaire adopts a 7-point score: strongly disagree, disagree, slightly disagree, neutral, slightly agree, agree, strongly agree, with 1 point, 2 points, 3 points, 4 points, 5 points, 6 points, 7 points respectively. The higher the psychological capital score of the students, the higher the level of psychological capital.

**Part III:** Learning Burnout Questionnaire. The learning burnout part of this study adopts the "College Student Learning Burnout Survey Scale" compiled by Lian Rong (2005) [5], and the internal consistency reliability of the total scale is 0.947. The KMO value is 0.813, and the KMO value is greater than 0.8. The research data is very suitable for extracting information, and the validity is reflected from the side.

This part of questionnaire has a total of 20 questions and is divided into three dimensions: depression, misbehavior and low sense of achievement. Among them, there are 8 items in the dimension of depression (4, 7, 9, 17, 5, 2,

20, 12), 6 items in the dimension of misbehavior (1, 10, 16, 14, 19, 8), and 6 items in the dimension of low sense of achievement (3,15,11,13,6,18). The questionnaire uses a 5-point scoring method: strongly disagree, disagree, neutra, agree, and strongly agree are scored as 1 point, 2 points, 3 points, 4 points, and 5 points, respectively. The higher the student's learning burnout score, the higher the learning burnout degree.

## **2. Data Collection and Analysis**

### **2.1 Data Collection**

Pre-investigation phase. In the pre-investigation stage, the researcher meets with the expert team, determine the research objectives according to the research purpose, collect the required information, and determine the form of the questionnaire from the aspects of the researcher's time, research scope, objects, analysis methods and interpretation methods. Organize a team of experts to conduct IOC assessment on all items of the questionnaire, solicit opinions, and revise the items to ensure that the questionnaire is reliable and consistent with the goal.

Investigative testing phase. Before using this questionnaire officially, a questionnaire test was conducted on 30 students, and the data was collected anonymously. Before the test, the researcher is responsible for explaining the instructions and precautions, with the assistance of the class teacher or the class teacher, and using the questionnaire to test the subjects. The time is not limited, and the students are given time to think fully. After the test was completed, 30 samples were collected from the questionnaire, and the sample data was entered into SPSS for reliability analysis, and the results of data reliability analysis were obtained.

Formal investigation stage. In the formal investigation stage, according to the sample size table proposed by Krejcie and Morgan to ensure the quality of decision-making, this study selected 260 students of freshmen majoring in financial management. By distributing psychological capital and learning burnout questionnaires, the basic situation of students' psychological capital and learning burnout is investigated, and the relationship between the two is statistically analyzed.

### **2.2 Data Analysis**

In this study, SPSS tools were used to sort out the collected data and perform t-test and variance analysis. The normal measurement data was represented by  $M \pm SD$ .  $P < 0.05$  indicated significant difference, and  $P < 0.01$  and  $P < 0.001$  indicated extremely significant difference.

## **3. Results and analysis**

### **3.1 Analysis of the overall status quo of psychological capital and learning burnout of freshmen majoring in financial management**

It can be seen from Table 1 that the total average value of the students' psychological capital is 4.418, and the average scores of the students' overall psychological capital and the four factors of self-efficacy, resilience, hope, and optimism are all above the median value of 4 on the scale. It shows that the overall situation of the psychological capital of college students is above the medium level.

In this study, the student learning burnout scale adopts a five-point scoring system, and the median is 3, so 3 is used as a reference value. It can be seen from Table 1 that the average value of students' learning burnout is 2.903, and the degree of learning burnout is close to the critical value, which is at the lower medium level, and the situation cannot be ignored.

Table 1: Overall analysis of psychological capital and learning burnout of freshmen majoring in financial management

Items	N	MIN	MAX	M	SD
Psychological capital	260	1.000	7.000	4.418	0.812
Self-efficacy	260	1.000	7.000	4.386	1.102
Resilience	260	1.000	7.000	4.108	0.772
Hope	260	1.000	7.000	4.634	0.945
Optimism	260	1.000	7.000	4.603	1.105
Learning Burnout	260	1.050	4.600	2.903	0.570
Depression	260	1.000	5.000	2.916	0.779
Misbehavior	260	1.000	4.833	2.969	0.663
Low sense of achievement	260	1.000	5.000	2.819	0.702

3.2 Gender differences in psychological capital and learning burnout of freshmen majoring in financial management

From the results presented in the data in Table 2, it can be seen that there is no significant gender difference in the dimensions of psychological capital, self-efficacy, resilience, hope, and optimism.

There are significant differences between different genders in the low sense of achievement of learning burnout. Specific analysis shows that the average value (2.89) of girls in the dimension of low sense of achievement is significantly higher than that of boys (2.69).

Table 2: Gender differences in psychological capital and learning burnout

	Gender(M±SD)		t	p
	Male(n=94)	Female(n=166)		
Psychological capital	4.39±1.07	4.43±0.63	-0.384	0.702
Self-efficacy	4.44±1.38	4.36±0.91	0.496	0.620
Resilience	4.14±0.97	4.09±0.64	0.515	0.608
Hope	4.48±1.18	4.72±0.77	-1.753	0.082
Optimism	4.52±1.31	4.65±0.97	-0.786	0.433
Learning Burnout	2.94±0.60	2.88±0.55	0.852	0.395
Depression	3.03±0.92	2.85±0.68	1.707	0.090
Misbehavior	3.07±0.68	2.91±0.65	1.935	0.054
Low sense of achievement	2.69±0.79	2.89±0.64	-2.256	0.025*

\*  $p < 0.05$  \*\*  $p < 0.01$

**3.3 Family location differences of psychological capital and learning burnout of freshmen majoring in financial management**

It can be seen from Table 3 that the three items of psychological capital, resilience, and self-efficacy do not show significant differences in different family locations, but there are significant differences in the two dimensions of optimism and hope in different family locations. Through comparative analysis, students from urban areas are higher than those from rural areas in terms of optimism and hope.

It can be seen from Table 3 that the three items of learning burnout, low sense of achievement, and misbehavior do not show significant differences among different family locations, but there are significant differences in the dimension of depression. Specific analysis shows that: In the dimension of depression, the average value of urban students (3.16) is significantly higher than that of rural students (2.87).

Table 3: Differences of family location in psychological capital and learning burnout

	Family location(M±SD)		t	p
	rural areas (n=217)	urban(n=43)		
Psychological capital	4.45±0.79	4.23±0.89	1.647	0.101
Self-efficacy	4.42±1.08	4.23±1.19	0.997	0.319
Resilience	4.10±0.77	4.15±0.80	-0.388	0.698
Hope	4.36±1.03	4.69±0.92	2.092	0.037*
Optimism	4.20±1.29	4.68±1.05	2.634	0.009**
Learning Burnout	2.88±0.58	3.02±0.48	-1.533	0.127
Depression	2.87±0.78	3.16±0.76	-2.262	0.025*
Misbehavior	2.94±0.68	3.13±0.57	-1.723	0.086
Low sense of achievement	2.83±0.70	2.74±0.69	0.806	0.421

\*  $p < 0.05$  \*\*  $p < 0.01$

**3.4 Academic performance differences of psychological capital and learning burnout of freshmen majoring in financial management**

It can be seen from Table 4 that academic performance shows differences in psychological capital, self-efficacy, resilience, hope, and optimism. The psychological capital level of students with different academic performance is as follows: excellent>good>general>poor.

It can be seen from Table 4 that different academic performances show differences in learning burnout, depression, misbehavior, and low sense of achievement. The degree of learning burnout of students with different academic performance is as follows: poor > general > good > excellent.

Table 4: Differences in academic performance between psychological capital and learning burnout

	academic performance (M±SD)				F	p
	Excellent (n=30)	Good (n=120)	Average (n=97)	Poor (n=13)		
Psychological capital	4.52±1.37	4.59±0.65	4.30±0.66	3.48±0.78	9.316	0.000**
Self-efficacy	4.81±1.70	4.63±0.90	4.14±0.87	2.95±1.15	14.403	0.000**
Resilience	3.95±1.21	4.15±0.66	4.13±0.74	3.92±0.76	0.822	0.483
Hope	4.77±1.45	4.81±0.82	4.51±0.78	3.59±0.96	8.026	0.000**
Optimism	4.59±1.60	4.84±0.99	4.46±0.97	3.47±0.90	7.506	0.000**
Learning Burnout	2.68±0.71	2.77±0.56	3.05±0.42	3.51±0.56	12.214	0.000**
Depression	2.76±1.05	2.80±0.72	3.01±0.71	3.63±0.69	5.627	0.001**
Misbehavior	2.76±0.82	2.83±0.69	3.14±0.49	3.50±0.65	8.325	0.000**
Low sense of achievement	2.49±0.90	2.68±0.63	3.03±0.61	3.36±0.78	10.162	0.000**

\*  $p < 0.05$  \*\*  $p < 0.01$

3.5 Correlation analysis of psychological capital and learning burnout of freshmen majoring in financial management

It can be seen from Table 5 that correlation analysis is used to study the correlation between psychological capital and learning burnout, and the Pearson correlation coefficient is used to indicate the strength of the correlation. Specific analysis shows that the correlation coefficient between psychological capital and learning burnout is -0.476, and it shows a significance level of 0.01, which shows that there is a significant negative correlation between psychological capital and learning burnout.

Table 5: The relationship between total score of psychological capital and learning burnout

		psychological capital
learning burnout	Pearson Correlation	-0.476**
	p	0.000
	N	260

\*  $p < 0.05$  \*\*  $p < 0.01$

**3.6 Correlation analysis of various dimensions of psychological capital and learning burnout freshmen majoring in financial management**

It can be seen from Table 6 that psychological capital, self-efficacy, hope, optimism, and learning burnout, depression, misbehavior, and low sense of achievement are all negatively correlated. There was no correlation between resilience and learning burnout, depression, misbehavior, and low sense of accomplishment. This shows that there is a significant negative correlation between students' psychological capital and learning burnout. The higher the students' psychological capital, the lower the degree of learning burnout.

Table 6: The relationship between the dimension's score of psychological capital and learning burnout

	psychological capital	Self-efficacy	Resilience	Hope	Optimism
Learning Burnout	-0.476**	-0.551**	0.050	-0.508**	-0.480**
Depression	-0.428**	-0.465**	0.004	-0.462**	-0.430**
Misbehavior	-0.436**	-0.492**	0.017	-0.476**	-0.421**
Low sense of achievement	-0.242**	-0.338**	0.113	-0.240**	-0.265**

\*  $p < 0.05$  \*\*  $p < 0.01$

**4. Conclusion**

- 1) The psychological capital of freshmen majoring in financial management is in good condition. There are differences in psychological capital and various dimensions in terms of family location and academic performance, but there is no difference in gender.
- 2) The learning burnout of freshmen majoring in financial management is at a medium level. There are differences in learning burnout and various dimensions in terms of gender, family location, and academic performance.
- 3) There is a significant negative correlation between the psychological capital and learning burnout of freshmen majoring in financial management, and there is a significant negative correlation between the dimensions of psychological capital and learning burnout.
- 4) The psychological capital and its various factors of freshmen majoring in financial management have a negative predictive effect on learning burnout and its various dimensions.

**5. Discussion**

**5.1 Overall analysis of psychological capital and learning burnout of freshmen majoring in financial management**

The results of the survey show that the average scores of the students' psychological capital, self-efficacy, resilience, hope, and optimism are all above the median value of 4 on the scale, indicating that the overall situation of students' psychological capital is above the medium level. It is consistent with the previous research results of Gu Xinglin (2019) [2], Zeng Jinghui (2020) and others. But what is not optimistic is that the tested students scored the lowest in the dimension of resilience. Resilience refers to the behavioral state of individuals who can adjust

themselves in time to better adapt to the environment when they are under setbacks or pressure. This shows that although the psychological capital of college students is in a good state, some students need to improve their ability to deal with difficulties in the face of external pressure from all aspects.

The survey results show that the average total score of students' learning burnout is 2.903. It shows that the students' learning burnout is close to the medium level but has not reached the serious level. What is not optimistic is that college students generally score the lowest in the dimension of misbehavior. It shows that although the overall situation of college students' learning burnout is not very serious, in terms of behavior, a considerable number of students have relatively serious learning burnout performance. For example, many students will adopt some inappropriate learning behaviors such as being late, leaving early, and absenteeism. This situation should arouse everyone's attention.

### ***5.2 Analysis of psychological capital and learning burnout of freshmen majoring in financial management in demographic variables***

From the perspective of gender, there is no significant difference in overall psychological capital between male and female students. There are significant differences between different genders in the dimension of the low sense of achievement. The average value of girls in the dimension of low sense of achievement is significantly higher than that of boys. These reasons may have something to do with the personalities of boys and girls. Girls are more emotional and sensitive. Girls will spend more time and energy in the process of learning. Long-term study will make people tired. When they encounter problems in learning, they are easily hit, have large mood swings, and may adopt negative attitudes such as disgust and avoidance. If the students deal with problems with emotions, they will be more likely to be depressed and have a low sense of achievement [4]. Boys' attention is more scattered, and they are easily attracted by things around them. When encountering problems, it is easier for them to find ways to soothe their emotions and divert their attention. Boys sometimes invest less time and energy in learning, but they would have a higher sense of achievement if they can obtain ideal results after investing in learning.

From the perspective of family location, urban students have higher levels of optimism and hope in psychological capital than rural students. This is similar to the research results of Zhang Baofang (2019) [11]. This may be because urban students receive a higher level of education and rich educational resources, and their parents have more advanced and scientific educational concepts, and they will train their children in an all-round way. Therefore, students from cities are more optimistic, and they have high expectations for their future life. Due to the relative lack of economic level and educational resources, rural students may unconsciously compare themselves with students from cities after entering vocational colleges and come into contact with students from all corners of the country, and they may develop inferiority complex. At the same time, in terms of the depression dimension of learning burnout, the average value of students from urban areas is significantly higher than that of students from rural areas. The possible reason for this situation is that compared with students from rural areas, students from urban have relatively better living conditions. Affected by the urban society and family education environment, various competitive pressures are high. Many urban parents expect their children to perform better in academics and social activities, which increases the pressure and burden on students. So urban students are more likely to feel depressed if they don't live up to their parents' expectations. However, because of their difficult

family conditions, college students from rural areas have stricter requirements on themselves, have a stronger awareness of hard work and stand hard work, and are more likely to learn to regulate their emotions when encountering problems.

From the perspective of academic performance, the survey results show that there are significant differences in psychological capital and its four dimensions with different academic performances. The psychological capital score is the highest for excellent students, followed by good and average students, and the lowest for poor students. This shows that the more psychological capital you have, the better your academic performance, and it is mainly manifested in the aspects of self-confidence, optimism and hope. From the perspective of personal factors, students with better grades tend to have clearer plans for themselves and a more mature and rational understanding of roles, so it is easier to achieve self-identity, and they will have more self-confidence and hope for the future. At the same time, the successful experience of learning life is also conducive to improving their sense of self-efficacy. From the perspective of external factors, under the background of exam-oriented education, the public often uses test scores and enrollment rates as the criteria for evaluating students. Students who learn better will receive more encouragement and attention. Therefore, the level of psychological capital of outstanding students higher. The survey results show that regardless of learning burnout or the three dimensions, the degree of learning burnout of students with poor academic performance is the highest, followed by those with good grades and those with average grades, and the students with excellent grades have the lowest degree of burnout. This is consistent with common sense: the better students learn, the lower their learning burnout. First of all, from the perspective of personal factors, students with better grades have more opportunities to experience success, are more likely to obtain a sense of accomplishment in learning, are more willing to learn, and exhibit relatively fewer bad behaviors in learning. From the perspective of external factors, schools and parents often use test scores as a measure of students' learning outcomes. Students with excellent grades often get more praise and attention, which further stimulates their motivation in learning and makes them less prone to learning burnout.

### ***5.3 Correlation analysis of psychological capital and learning burnout of freshmen majoring in financial management***

Through the analysis of the correlation between psychological capital and learning burnout of freshmen majoring in financial management, it can be seen that there is a significant negative correlation between psychological capital and learning burnout, and there is also a significant negative correlation between learning burnout and psychological capital. That is, the more psychological capital one has, the lower the level of learning burnout. Therefore, improving the psychological capital level of students can help reduce their learning burnout.

Through regression analysis, it can be concluded that psychological capital and its various factors have a good predictive effect on learning burnout and its various dimensions. This is consistent with the research results of Zhou Zhicheng (2022) [14] and Wang Xinjie (2022) [9]. Overall, the psychological capital of freshmen majoring in financial management has a negative effect on learning burnout. It shows that if students are more confident in themselves, full of hope in life and study, and strong in stress resistance, then the students will be depressed, the probability of wrong learning behavior will be lower, and the sense of achievement will be higher. Zhang Haijing (2013) believes that self-efficacy, resilience, hope, and optimism are essential qualities to alleviate students'

learning burnout [12]. The overall psychological capital level is the result of the synergistic effect of these four qualities, which can negatively predict the level of learning burnout.

The results show that we should pay attention to cultivating students' self-confidence, hope for life and learning, ability to resist pressure and optimistic and positive attitude. It is very important to reduce the degree of learning burnout when students can firmly move towards the goal, find recovery in the process of encountering setbacks, and finally solve learning problems effectively.

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