

An Empirical Study of The Tourism Management Undergraduates' Learning Burnout

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Abstract—Purpose To study the learning burnout of the tourism management undergraduates. Method Take the “Learning Burnout Scale” established by Lian Rong, etc. as the measure tool, choose Hebei University and Industrial and Commercial College of Hebei University's Tourism Management undergraduates as subjects, the measurement method is to test in groups. Outcome Overall, the test samples have a high level of learning burnout, especially in the aspect of misconduct. The factors, such as grade, urban and rural background, school classes all have influence on learning burnout. Conclusion In order to solve this problem, we should regulate the students' behavior, and pay attention to the effective interventions on the learning burnout of middle grade students and college students

Keywords—learning burnout; tourism management undergraduate

I. INTRODUCTION

Learning burnout is a behavior that students have to study despite their lack of interest or motivation, so they feel depressed and frustrated, resulting in a series of avoidance of learning. Lian Rong, etc. believe that the most important reason that leads to learning burnout is that students do not have interest in their major, which is different from foreign scholars' point of view that learning burnout is caused by academic pressure and loads [1][2].

Studies have shown that it has a high level to be burnout in university majors which counterpart career regard people as their working target. Accordingly, domestic studies on learning burnout always focus on nursing, teaching and other profession. Few studies have been done on students majored in tourism management. The present study will do an investigation into tourism management students' learning burnout.

II. METHOD

A. Be tested

Tourism management graduate students (all of them are separate admissions) from Hebei University (the elite schools of the province, Provincial department of construction of university) and Industrial and Commercial College of Hebei University (independent institute) are to be tested in group between April and May, 2012. 250 questionnaires have been sent out, 247 of them have been received, and 237 are valid. In the 237 cases, there were 54 boys and 183 girls. Of the 237

subjects, freshmen were 77, sophomores were 61, junior were 73, senior were 26. Rural students were 145, township and county cadastral students were 59, county level and above were 33. From only-child family were 47, from multi-children family were 187, 3 students' data was lacked. The college students and the university students were 126 and 111.

B. Research tool

Take the “Learning Burnout Scale” established by Lian Rong, etc. as the measure tool. The measurement scale had 20 items, using from ‘totally inconsistent’ to ‘full compliance’ five levels to scoring. The higher the score of the test is, the more severe the level of learning burnout. The scale includes 3 dimensions: dejection, it means that students cannot handle well the problems and requests in study and they show lack of interest, fatigue and other emotional reactions. improper behavior, it reflects that students tired in study and result in skips, late for class, leave class early, refuse to hand in homework and so on. [3] reduced personal accomplishment, students feel reduced personal accomplishment and low feeling of competence in the process of study.

C. Data collection and Analysis

The data were entered and processed by using SPSS17.0 statistical software (One-sample t-test are using Minitab software).

III. OUTCOME

A. The Characteristics of Tourism Management Students' Learning Burnout

The questionnaire is using 5 scoring system, so 3 was used as reference value (that is to say the “uncertain” level). From the data, the dimensionalities of tired in study and feeling low, reduced personal accomplishment scoring below the average from the tested students, between 2.67 and 2.83; The dimensionality of improper conduct scoring above the average reach to 3.20. All of data have statistical significance ($p < 0.001$). (see Table I)

TABLE I. THE SITUATION OF TOURISM MANAGEMENT UNDERGRADUATES' LEARNING BURNOUT

Item	n	$\bar{X} \pm S$	Test Value	t
Total points of learning burnout	222	2.83±0.47	<3	-5.39**
Dejection	225	2.68±0.62	<3	-7.74**
Improper behavior	230	3.20±0.60	>3	5.06**
Reduced personal accomplishment	232	2.67±0.53	<3	-9.48**

annotations: *p<0.05, **p<0.001.similarly hereinafter.

B. Maintaining the Integrity of the Specifications

The data show that, on the dimensions of dejection, improper behavior and reduced personal accomplishment ,boys average score higher than girls, multi-child have a higher score than only child students, but the difference have no statistically significant.(p >0.05,similarly hereinafter). On the dimension of improper behavior, college students' two items' average score higher than university students'. On the dimension of reduced personal accomplishment college students average score lower than university students', but the difference have no statistically significant. On the dimension of dejection college students' score higher than university students', the difference have statistically significant (p <0.05) .See table II.

TABLE II. THE INFLUENCE OF DEMOGRAPHIC FACTORS ON TOURISM MANAGEMENT UNDERGRADUATES' LEARNING BURNOUT(TWO INDEPENDENT-SAMPLES T TEST)

Demographic profile	Total points of learning burnout		Dejection		Improper behavior		Reduced personal accomplishment	
	$\bar{X} \pm S$	t	$\bar{X} \pm S$	t	$\bar{X} \pm S$	t	$\bar{X} \pm S$	t
Sex								
Male	2.90±0.49	1.18	2.77±0.60	1.2	3.26±0.50	0.81	2.69±0.45	0.25
Female	2.81±0.48		2.65±0.63		3.19±0.63		2.67±0.55	
School type								
College	2.86±0.45	1.07	2.76±0.60	2.2	3.23±0.61	0.77	2.63±0.51	-1.28
University	2.80±0.50		2.58±0.63	2*	3.17±0.60		2.72±0.55	
Only-child								
Yes	2.74±0.41	-	2.63±0.59	-	3.06±0.57	-	2.57±0.57	-
No	2.86±0.49	1.50	2.69±0.63	0.57	3.24±0.61	1.69	2.70±0.52	1.54

On the dimension of dejection and improper behavior, sophomore get the highest score than other grades, however on the dimension of reduced personal accomplishment freshman get the top score; The statistic test showed that on the

dimension of reduced personal accomplishment the difference on different grades have statistically significant(p <0.001),the rest have no statistically significant. After further multiple comparisons by Scheffe, on the dimension of reduced personal accomplishment the sophomore have higher score than freshman. On the dimension of dejection, improper behavior and reduced personal accomplishment, rural students' average score all higher than student from county level and above. The statistic test showed that, on the dimension of improper behavior the difference on urban and rural background have statistically significant (p <0.05),the rest have no statistically significant. After further multiple comparisons by Scheffe, on the dimension of improper behavior, rural students have a high score compare with student from county level and above. See table III.

TABLE III. THE INFLUENCE OF DEMOGRAPHIC FACTORS ON TOURISM MANAGEMENT UNDERGRADUATES' LEARNING BURNOUT(ONE-WAY ANALYSIS VARIANCE)

Demographic profile	Total points of learning burnout		Dejection		Improper behavior		Reduced personal accomplishment	
	$\bar{X} \pm S$	F	$\bar{X} \pm S$	F	$\bar{X} \pm S$	F	$\bar{X} \pm S$	F
Grade								
Freshmen	2.73±0.51		2.43±0.61		3.18±0.67		2.70±0.53	
Sophomore	2.94±0.44	1.82	2.84±0.58	6.16*	3.28±0.56	0.45	2.66±0.63	0.10
Junior	2.86±0.45		2.78±0.62		3.16±0.56		2.66±0.45	
Senior	2.83±0.48		2.67±0.55		3.19±0.62		2.67±0.49	
Urban and rural background								
Rural	2.86±0.48		2.66±0.63		3.27±0.61		2.69±0.50	
Township and county cadastral	2.86±0.47	1.94	2.74±0.62	0.47	3.16±0.57	3.64*	2.73±0.64	2.43
County level and above	2.68±0.40		2.61±0.60		2.96±0.59		2.48±0.40	

IV. DISCUSSION

A. The situation of Tourism Management Students' Learning Burnout

Overall, the tourism management students have a high level of learning burnout, the outcome is consistent with the study of general university students' learning burnout from Lian rong[3] , Xu Guoping[4], Liu Ying[5], Li Hao[6].From the three dimensions, improper behavior has a higher score than

general university students, and the symptom is more serious, which deserves more attention.

Tourism management is a subject full of practice. Graduates will work in the service industries such as hotel, catering enterprise, travel agency and so on. The characteristics of graduate career is developing from bottom service personnel, therefore, professional education pay great attention to students develop their service skills. Restricted by campus training practice conditions, tourism management profession teaching encourage students to go interned with hotel ,catering enterprise, travel agency in their part-time and holidays, through which their professional skills can be developed. It may have collision between study in school and practice,and leads to late class attendance, absenteeism and so on, exhibiting a high level of improper behavior.

B. The Influence of Demographic Factors on Tourism Management Undergraduates' Learning Burnout

The study shows that grades, urban and rural background, school types etc.all have influence on tourism management undergraduates' learning burnout.To be specific, on the dimension of dejection, sophomore have a higher score than other grades. On the dimension of improper behavior rural students have a higher score than county level and above students. Study have not found learning burnout show difference in genders, singletons or non-singletons,etc.

Based on a lot of references about undergraduate learning burnout, that it has a high burnout level with sophomore is a relatively universal phenomenon. The main reason is that freshmen feel novelty to college life, school and their parents pay more attention to them, and as a result, the Hawthome Effect makes freshman maintain the highest learning passion and learning inputs. However, the sophomore are basically used to college life, the attention from school and family have relatively weakens, and the Hawthome Effect has faded, while job-hunting pressure seems to be relatively lesser. All the above reson leads to the lowering of learning motivation and learning enthusiasm , which results in relaxation and even boredom in study. Such state will continue to grade three, but with less intensity. In grade 4,it will be normal for seniors to prepare for postgraduate entrance examination, civil servant examination and job-hunting, and they work under more stress which helps revive the learning motivation and learning enthusiasm.The negative emotions on study will be cut.

According to the undergraduate admission batch of ordinary college enrollment policies,university usually divide into different types: key university, ordinary university and college, it mainly differ in enrollment mark. College students enrollment mark have a big difference with key university students', it is usually caused by students willingness to learn and learning attitude in their middle school. Willingness to learn and learning attitude is somewhat stable, therefore, during the university, in contrast with key university students, college students show a lower willingness to learn and negative attitude towards learning(Liu Ying's study on general undergraduate groups have corroborated that phenomenon[5]).It is a good explanation why key university students have a higher learning emotion than college students.

This study make an investigate about interviewee to evaluate their families' financial situation as an addition, the analysis shows that poor or very poor family economic conditions account for 25.7% (37 persons) of the rural students in the sample, however, this only account for 6.1%(2 persons) of other background students, see table 4.On the dimension of improper behavior rural students has a high score than other background students, one possible explanation is that it has a high proportion of poor family economic conditions in the sample,and this group are more inclined to join themselves into adjunct to make money for life,so it will lead to the more serious improper behavior such as late for school, leave early ,absenteeism and so on.

TABLE IV. UNDERGRADUATES' BACKGROUND AND FAMILY ECONOMIC CONDITIONS CONTINGENCY TABLE UNIT: PERSON

Unban and rural background	Family economic conditions				Total
	Very poor	Poor	Comm on	Rich	
Rural	4	33	107	0	144
township and county cadastral	0	3	56	0	59
county level and above	0	2	29	2	33
Total	4	38	192	2	236

V. SUGGESTIONS

The present study shows that factors leading tourism undergraduate students to learning burnout contain both common factors and specific factors which the profession particularly has.The author suggests that we need to take measures in the following aspects in order to offset learning fatigue of tourism undergraduate students.

Firstly, it is necessary to make rules to standardize students' part-time job. In view of outside practice service experience playing an active role in developing students' service skills, such as familiarizing them with business operation, promoting job growth and ehancing students' career success, tourism institute should both give support to students and make rules to standardize students' part-time job, getting hold of the situation of students' part-time job, arranging study and practice properly to avoid them conflict, reducing the chance for being late for school, leaving early, absenteeism,etc.

Second, pay more attention to middle grade students to protect them from learning fatigue. Sophomore is the easiest stage to develop bad habit. Aiming at characteristic of Sophomore(and even senior),we can bring the fruit of teaching and project study into out professional teaching to make students know clearly what knowledge and skills they are still in need, and it can wake up students' learning interest by independence investigation, independent construction of knowledge and thus enhance the motivation for learning.

Third, enhance meddle college students from learning tired. In the light of college students characteristics [7], in the professional educating, teachers should weaken abstract theoretical knowledge, and make the teaching more applicable and practical.Our teachers also need to guide students to master

the proper learning methods and encourage the students to strengthen time control in order to improve learning efficiency. In the meantime, the students should improve their capability of self control and self management.

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