



Research on Achievement Motivation and Learning Burnout of Preschool Education Majors

Rina Su

Inner Mongolia Honder College of Arts and Sciences, Hohhot, China
Email:1980153644@qq.com

Abstract: In order to explore the current situation of achievement motivation and learning burnout among contemporary preschool education students and their relationship, this study adopted the literature review method and questionnaire survey method to investigate 401 preschool education students. The results show that the overall achievement motivation of preschool education students was characterized by weak motivation to pursue success and a significant tendency to avoid failure. Meanwhile, learning burnout was prominent among these students, manifested as insufficient learning enthusiasm, physical and mental exhaustion, and negative learning behaviors. The study found a significant correlation between low achievement motivation and learning burnout. Problems in learning methods, learning planning, and professional identity further aggravate this situation ^[1]. Accordingly, this study proposes targeted optimization strategies to improve achievement motivation, alleviate learning burnout, and optimize the learning environment, aiming to provide references for improving the learning status of preschool education students and the teaching quality of higher education.

Keywords: College students majoring in preschool education; achievement motivation; learning burnout; optimization strategy

I. Introduction

With the popularization of higher education, the learning status of college students has become a key issue to improve the quality of higher education. Achievement motivation, as an internal psychological force that promotes individuals to pursue success and achieve goals, directly affects college students' learning behavior, learning attitude and academic performance. Learning burnout is a psychological state of emotional exhaustion, low academic efficacy, behavioral indolence of college students under long-term learning pressure ^[2], which has become an urgent problem to be solved in the training of talents in colleges and universities.

At present, some students majoring in preschool education show the phenomenon of insufficient learning motivation, lack of enthusiasm for professional learning, less investment in after-school learning, learning only for examination, and even burnout such as boredom and physical and mental exhaustion. Is this situation related to the low level of achievement motivation of students majoring in preschool education? What are the specific characteristics of preschool education students' achievement motivation? What are the main manifestations of learning burnout? How to alleviate learning burnout and improve the learning status of preschool education students by improving achievement motivation? This study investigates these problems in order to reveal the current situation and problems of achievement motivation and learning burnout of preschool education students, and to provide practical basis for colleges and universities to carry out educational work and guide preschool education students to establish a correct view of learning.

II. Research Methods

2.1 Literature Review Method

By searching the academic databases such as CNKI and Wanfang, this study combs the relevant research results of achievement motivation and learning burnout at home and abroad, defines the core concepts of achievement motivation and learning burnout, analyzes the theoretical basis and correlation research status of the two ^[3], and lays a theoretical foundation for the investigation design, result analysis and strategy proposal of this study.

2.2 Questionnaire Survey Method

2.2.1 Survey Participants

In this survey, 401 valid questionnaires were collected through online questionnaires. The sample covered preschool education students with different genders and family locations, female respondents were significantly more numerous, which is in line with the gender ratio distribution of preschool education students, the basic information of the sample distribution are shown in Table 2-1.

Table 2-1 Survey sample basic information distribution table (n=401)

Variable	Category	N	percentage (%)
Gender	Male	24	5.99



Variable	Category	N	percentage (%)
Location of the family	Female	377	94.01
	Rural	142	35.41
	Town (non-agricultural population)	69	17.21
	County (or county-level city)	105	26.18
	Cities above county level	85	21.2

2.2.2. Questionnaire design

The questionnaire of this study comes from the *Adolescent Learning Burnout Scale* of Wu Yan and Dai Xiaoyang and the *Achievement Motivation Scale* of Gjesme T. and Nygard R. Based on this, appropriate modifications are made. The questionnaire was divided into two parts. The first part was demographic information, including gender and family location; the second part was the achievement motivation and learning burnout related items, including learning burnout items covering emotional exhaustion, low academic efficacy, behavioral indolence and other dimensions, a total of 20 items; the achievement motivation item was designed around the two core dimensions of motivation to seek success and motivation to avoid failure, with a total of 30 items. All scales were scored using a Likert scale [4]. The reliability of the learning burnout scale was 0.86, and the reliability of the achievement motivation scale was 0.85. The validity of the learning burnout scale was 0.83, and the validity of the achievement motivation scale was 0.81.

Table 2-2 Reliability Analysis

Scale / Dimensions	N	Cronbach's α
Learning burnout scale'	20	0.862
Emotional exhaustion	8	0.815
Low academic efficacy	7	0.793
Behavioral indolence	5	0.768
Achievement motivation scale'	30	0.847
Motivation to seek success (Ms)	15	0.786
Motivation to avoid failure (Mf)	15	0.809

Table 2-3 Validity Analysis

Scale	KMO	Bartlett's Test of Sphericity
Learning burnout scale'	0.831	$\chi^2=2648.52$, $p<0.001$
Achievement motivation scale'	0.806	$\chi^2=3106.77$, $p<0.001$

III. Investigation on Learning Burnout and Achievement Motivation of Preschool Education Students

3.1 Pearson correlation analysis of learning burnout and achievement motivation

Table 3-1 Pearson Correlation Matrix Table of Learning Burnout and Achievement Motivation

Variable	1	2	3	4
Total score of learning burnout	1			
Motivation to seek success(Ms)	-0.42**	1		
Motivation to avoid failure(Mf)	0.48**	-0.26**	1	
Total score of achievement motivation	-0.45**	0.79**	-0.81**	1

Pearson correlation analysis showed that there was a significant negative correlation between motivation to pursue success and learning burnout ($r=-0.42^{**}$, $p<0.01$). There was a significant positive correlation between the motivation to avoid failure and learning burnout ($r=0.48^{**}$, $p<0.01$). The total score of achievement motivation was significantly negatively correlated with learning burnout ($r=-0.45^{**}$, $p<0.01$).

3.2 General situation of learning burnout

3.2.1 Negative learning emotions and sustained lack of enthusiasm

Table 3-2 Distribution table of items related to students' learning emotional burnout (n=401,%)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is difficult to keep long-term enthusiasm for learning.	3.74	18.45	22.19	47.63	7.98
Want to learn but feel learning is boring	3.99	18.95	18.45	47.63	10.97
Tired of learning	8.98	35.66	29.18	21.95	4.24
I am very interested in my major.	10.97	25.69	27.43	31.92	3.99
I feel that the knowledge learned is useless	31.67	42.39	17.96	6.73	1.25

47.63% of the students said that it was difficult to keep a long-term enthusiasm for learning, 47.63% of the students want to learn but feel that learning was boring, 26.19% of the students are tired of learning; at the same time, only 35.91% of the students are interested in the major, 36.66% of the students are not interested in the major, and 7.98% of the students think that the knowledge they have learned was useless, but the overall low degree of professional recognition still

aggravates the learning emotional burnout [5].

3.2.2 Physical and mental state of fatigue, lack of energy to learn

Table 3-3 Distribution table of items related to students' learning physical and mental state burnout (n=401,%)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Wake up early in the morning to think of learning and feel tired.	8.23	26.68	19.70	33.17	12.22
Feeling exhausted after a whole day of study	3.74	19.95	22.94	40.65	12.72
Energetic when learning	6.98	33.17	40.15	17.21	2.49
I often doze off when learning.	11.97	34.91	23.94	22.19	6.98

33.17% of the students felt tired at the mere thought of studying in the early morning, and 12.22% fully agreed with this item; 40.65% felt exhausted after a full day of studying, and 12.72% fully agreed. Only 19.70% of the students felt energetic while studying, and 40.15% were uncertain about feeling energetic during learning. Meanwhile, 29.17% of the students often dozed off during learning. Physical and mental exhaustion has become an important feature of learning burnout [2].

3.2.3 Negative learning behavior, lack of planning and investment

In terms of learning planning, 43.15% of the students have their own learning methods and plans and put them into practice, while 26.19% of the students have the opposite; 47.14% of the students seldom study after class; 42.14% of the students only read at the time of the exam; 75.81% of the students said that their learning patience was not enough; 37.91% of the students seldom plan to arrange their own learning time, and 56.11% of the students think that the exam makes them bored, which further reflects the negativity of learning behavior [7].

Table 3-4 Distribution table of items related to students' learning behavior burnout (n=401,%)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Have their own learning methods and plans and Put into practice	4.49	21.70	30.67	41.65	1.50
Little learning after class.	5.74	22.19	24.94	37.66	9.48
Only when the exam will read.	8.48	28.18	21.20	34.16	7.98
I think my patience is not enough in learning.	1.75	8.98	13.47	62.09	13.72
You rarely plan your own study time	8.23	32.42	21.45	33.92	3.99
Exams always make me bored.	3.24	19.95	20.70	41.90	14.21

3.2.4 Professional learning competence and academic value

Table 3-5 Distribution table of items related to students' professional learning competence and academic value (n=401,%)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The mastery of professional knowledge is easy for me.	3.74	30.67	34.66	29.68	1.25
I can be competent for university courses	3.24	17.46	29.18	45.14	4.99
So far, college learning has fully demonstrated my ability.	7.73	35.91	30.67	23.69	2
It is easy for me to get a bachelor's degree.	4.49	20.45	38.4	30.92	5.74

According to the relevant data of professional learning competence and academic value, only 30.93% of students think that it was easy to master professional knowledge, 50.13% of students think that they can be competent for university courses, 36.66% of students think that it was easy to get a bachelor's degree, and only 25.69% of students think that university learning makes their own ability fully displayed, and the overall academic self-efficacy was low [1].

3.3 Achievement motivation status quo

3.3.1 Lack of intrinsic motivation to pursue success

28.93% of the students like novel and difficult tasks, while 71.07% of the students prefer the opposite. 66.34% of the students will not be sucked by difficult tasks, and 33.66% of the students are on the contrary. 36.91 students said that 'for difficult tasks, even if there was no meaning, it was easy to get involved'; only 15.46% of the students want to assign difficult tasks to themselves, reflecting their lack of desire to explore and challenge in the face of difficult tasks. [9] But at the same time, 72.56% of the students can feel happy when they complete difficult tasks, 73.31% of the students will be attracted by the work of understanding their own talents, and 82.54% of the students like the work they can do their best, indicating that the students have the potential psychological basis for pursuing success [10].

Table 3-6 Distribution table of items related to achievement motivation

in the success-seeking dimension (n=401,%)

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
He likes novel, difficult tasks, and even takes risks.	16.21	54.86	23.44	5.49
Feel happy when completing difficult tasks.	3.74	23.69	42.14	30.42
Will be attracted by those who can understand how talented they are.	2.99	23.69	58.35	14.96
Like to do the best work can be done	2.00	15.46	54.36	28.18
I like to make unremitting efforts to solve the problems I do not grasp.	5.24	44.64	43.89	6.23
For difficult tasks, even if there is no meaning, it is easy to get involved.	10.47	52.62	33.42	3.49
Feeling spurred and challenged by the opportunity to measure my ability	4.49	25.44	59.60	10.47
Will be attracted by difficult tasks.	12.72	53.62	30.17	3.49
For those I can not determine whether the success of the work, the most attractive to me	13.72	57.86	24.69	3.74
Even if I have plenty of time, I like to start my work immediately.	6.98	39.40	39.90	13.72
The opportunity to measure my ability is attractive to me.	6.98	40.65	46.88	5.49
I will be very excited and happy when I do not grasp the problems to overcome.	21.95	58.10	16.46	3.49
If some things can not be understood immediately, they will soon be interested in it.	6.98	52.62	36.41	3.99
It is important for me to do something difficult, even if no one knows it doesn't matter.	11.72	53.62	31.42	3.24
I hope to assign difficult work to me.	18.70	65.84	14.21	1.25

3.3.2 Significant Tendency to Avoid Failure

54.12% of the students hated working in a situation where they were completely unsure whether they would fail; 83.79% of the students have the psychology of worrying about failure when the results are unknown; 81.79% of the students were worried about failure when they completed difficult tasks, and 78.56% of the students were worried about the job they were not sure of. 72.31% of the students feel uneasy in the situation of measuring ability, and 78.3% of the students are afraid of failure in the face of specific opportunities to solve problems. Avoiding failure has become the core factor affecting the achievement motivation of students majoring in preschool education [1].

Table 3-7 Distribution table of achievement motivation related items in students' avoidance of failure dimension (n=401,%)

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
I hate working in situations where I'm completely unsure if I'm going to fail.	5.74	40.15	45.14	8.98
In the case of unknown results, worry about failure	2.49	13.72	58.85	24.94
I worry about failure when doing what I think is a difficult task.	3.49	14.71	63.09	18.70
I feel uneasy at the thought of doing those novel and difficult jobs.	4.74	34.41	47.38	13.47
Don't like the scenes that measure my ability	4.49	29.93	52.62	12.97
Worried about those who do not grasp the competent work	1.75	19.70	61.85	16.71
I don't like to do things I don't know I can do, even if others don't know.	4.49	38.65	49.88	6.98
Feeling uneasy in situations that measure my ability	2.24	25.44	58.10	14.21
They will be afraid of failure for things that need a specific opportunity to solve.	1.25	24.44	62.34	11.97
Worrying when doing something that seems to be quite difficult	1.50	19.20	63.34	15.96
Don't like to work in unfamiliar environment, even if no one knows.	6.23	36.41	44.39	12.97

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
If there is difficult work to do, I hope not to assign it to me.	4.49	35.91	44.89	14.71
Don't want to do those to play to my ability to work	16.71	62.34	18.70	2.24
Don't like to do those things I don't know if I can do.	3.99	32.67	53.62	9.73
When I encounter problems that I can't understand immediately, I will be anxious.	1.50	28.68	54.61	15.21

3.3.3 Low Acceptance of Competence Challenges

65.59% of the students do not like the measurement ability of the scene; 72.31% of the students were upset in the situation of measuring ability; 56.88% of the students don't like to do things that I don't know I can do, 63.35% of the students don't like to do things that I don't know I can do, which reflects the low acceptance of ability measurement and unknown challenges of preschool education students, and further restricts the improvement of achievement motivation [9].

IV. Discussion

4.1 Learning burnout is prevalent

The survey shows that more than half of the students have obvious problems in the persistence of learning enthusiasm (55.61%), learning boredom (58.6%), and learning fatigue (53.37%). Learning burnout is reflected in the three dimensions of emotional exhaustion, behavioral indolence and low academic efficacy, and the three interact with each other. Emotional exhaustion leads to a decrease in learning engagement, and behavioral indolence further weakens the learning effect. In turn, low sense of achievement aggravates emotional exhaustion and forms a vicious circle.

4.2 Imbalance of achievement motivation structure, avoid failure tendency is too strong

Although most students can gain positive experience in overcoming difficulties (72.56%) and prefer to work hard (82.54%), the motivation to avoid failure is obviously dominant in the face of new tasks and uncertain situations. More than 80 % of students have obvious failure concerns and anxiety in the face of unclear results and difficult tasks. This motivational structure leads students to tend to be conservative in actual learning behavior, tend to choose simple and controllable tasks, and avoid challenging learning opportunities.

4.3 The pursuit of success motivation is difficult to transform into continuous learning behavior

The survey found that students agree with the value of effort at the conceptual level, but in the actual learning behavior, they show problems such as insufficient planning (37.91%), less after-school investment (47.14%), and obvious examination orientation (42.14 %). This 'disconnection' shows that the motivation to pursue success has not been effectively transformed into continuous and stable learning behavior, and there are obstacles in the process of transforming internal motivation into external action.

4.4 The learning process is boring and the professional identity needs to be improved

More than half (58.6%) of the students feel boring in the learning process, more than a third of the students are not interested in the major, while 27.43% of the students are not sure whether they are interested in the major. The disconnection between learning content and professional interest further aggravates the boredom and burnout of the learning process.

4.5 Learning achievement is generally low, and opportunities for ability demonstration are insufficient

More than 74% of students fail to gain sufficient ability display and sense of achievement from university learning. Only one-third of the students think that it is easy to master professional knowledge, and more than one-third of the students think that it is difficult to master professional knowledge, which shows that there is a significant gap between the difficulty experience of professional learning and the sense of achievement.

V. The optimization strategy of the problems existing in the achievement motivation and learning burnout of preschool education students

5.1 Cultivate positive achievement motivation and break the psychological shackles of avoiding failure.

5.1.1 To carry out achievement motivation psychological counseling

Colleges and universities should combine mental health education with academic guidance, set up special lectures on achievement motivation training and group psychological counseling, guide preschool education students to correctly understand failure through cognitive behavioral therapy, change the negative cognition of 'fear of challenge and avoidance of failure', establish a positive concept of 'failure is an opportunity for growth', and enhance their psychological resilience in the face of difficult tasks [10].

5.1.2 Setting up a step-by-step academic challenge task

Teachers can set up step-by-step and hierarchical academic challenge tasks according to the progress of professional learning, and gradually increase the difficulty of tasks from simple to complex, so that preschool education students can continuously gain a sense of accomplishment in the process of completing tasks, gradually strengthen the motivation to pursue success [9], and improve the ability to cope with failure in challenges.

5.1.3 Establish a diversified success evaluation system

Break the academic evaluation model of "only achievement theory," establish a diversified evaluation system covering

academic performance, practical ability, innovative thinking and comprehensive quality ^[11], recognize the efforts and achievements of preschool education students in different fields, so that more students can obtain successful experience and stimulate their achievement motivation.

5.2 Relieve learning burnout in multiple dimensions and reshape positive learning state

5.2.1 Relieving emotional burnout and improving professional identity

Colleges and universities should strengthen professional enlightenment education and professional publicity, invite industry experts and outstanding alumni to carry out professional lectures, so that preschool education students can understand the development prospects and application value of the specialty ^[6]; at the same time, professional elective courses and interdisciplinary courses are set up to meet the individualized learning needs of preschool education students, enhance their interest and recognition in the profession, and alleviate learning emotional burnout from the root.

5.2.2 Improve physical and mental burnout, guide healthy learning life

Colleges and universities should strengthen physical education and mental health education, guide preschool education students to develop regular work and rest habits, actively participate in physical exercise, and alleviate physical and mental fatigue caused by learning; at the same time, the construction of learning and leisure space on campus provides a place for preschool education students to relax and exchange learning, and reduce the pressure of learning ^[7].

5.2.3 Correcting behavior burnout and cultivating good study habits

Colleges and universities should set up learning method guidance courses, teach students scientific learning methods such as time management, efficient review, and independent learning ^[8], and guide them to formulate reasonable learning plans. At the same time, through class learning punch cards, learning groups and other forms of mutual assistance, we urge college students to increase their after-school learning input and correct the negative learning behavior of 'pre-examination assault and after-school non-learning'.

5.3 Improve college students' learning ability and enhance their academic efficacy

5.3.1 Strengthening academic guidance and answering questions

Teachers should strengthen the connection between classroom teaching and after-school Q & A, and timely answer preschool education students' professional learning questions through the combination of online and offline methods ^[6]; at the same time, preschool education students are equipped with academic tutors to provide personalized academic guidance for their problems in learning, help them overcome learning difficulties and improve their academic self-efficacy ^[1].

5.3.2 Encourage academic exploration and practice

Colleges and universities should build a professional practice platform, organize preschool education students to participate in practical activities such as curriculum design, subject competition, scientific research projects, and enterprise internships ^[11], so that preschool education students can combine theoretical knowledge with practice, enhance their sense of acquisition and achievement in learning in practice, and further strengthen their learning motivation.

5.4 Create a good campus learning atmosphere and strengthen external support

5.4.1 Create a positive campus learning culture

Colleges and universities should create a campus learning culture of "happy learning, good learning and diligent learning" through campus cultural festivals, reading months, academic forums and other activities^[7], so that preschool education students can be influenced in a strong learning atmosphere and stimulate the internal motivation of learning.

5.4.2 Strengthen mutual learning and communication among students

Encourage preschool education students to form learning groups, postgraduate mutual aid groups, and subject competition groups. Through communication, mutual assistance and cooperation among students ^[11], form a good learning interaction atmosphere, reduce the loneliness and pressure of individual learning, and improve learning efficiency in cooperation.

5.4.3 Improve the supply of campus learning resources.

Colleges and universities should further improve the construction of learning resources such as libraries, laboratories and online learning platforms ^[6], enrich the types and forms of learning resources, provide sufficient resource support for preschool education students' autonomous learning and academic exploration, and reduce the difficulty and obstacles of learning.

VI. Conclusion

The research on the correlation between preschool education students' achievement motivation and learning burnout is an important subject of higher education. This survey shows that contemporary preschool education students have the problems of achievement motivation imbalance and learning burnout, and the two influence each other, which has become an important factor restricting preschool education students' academic development and personal growth. The improvement of achievement motivation is the inner core of alleviating learning burnout, and the alleviation of learning burnout can further strengthen the achievement motivation, and the two form a positive relationship. As the main position of talent training, colleges and universities should pay full attention to the cultivation of college students' achievement motivation and the alleviation of learning burnout. Starting from the multi-dimensional aspects of psychological counseling, academic guidance, environment construction and targeted guidance, we should break the vicious circle of achievement motivation imbalance and learning burnout, guide preschool education students to establish a correct view of learning, cultivate their achievement motivation of active exploration and facing difficulties, help them get rid of the trouble of learning burnout, and devote themselves to professional learning and personal development in a positive and full state.

This study focuses on the achievement motivation and learning burnout of preschool education students, and the research

content is targeted and innovative. However, there are some limitations in the distribution of gender and grade in this study. Follow-up research can expand the scope of samples, take into account college students of different genders, grades and majors, and further explore the correlation between achievement motivation and learning burnout, so as to provide a more comprehensive and in-depth practical basis for college education.

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