

Group Psychological Intervention to Cope with Academic Burnout Among College Students

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Abstract: In recent years, China's social and economic development has been rapid, and the level of higher education has also been steadily improving. However, the learning enthusiasm of college students is not as good as before, leading to varying degrees of academic burnout. This article reviews the causes and current situation of academic burnout among college students by referring to relevant literature, analyzes the intervention effect of group psychological counseling on academic burnout among college students, and provides reference for further research and group psychological counseling.

Keywords: College students; Academic burnout; Group psychological counseling; Intervention effectiveness

1. Overview of Academic Burnout

Academic burnout is usually defined as students' negative evaluations and experiences of academic activities, negative feelings in both mental and psychological aspects, and physical and behavioral distancing. When academic burnout occurs, students often cannot experience a sense of achievement in their academic activities, and even hold a indifferent or completely resistant attitude. They not only lose interest in their studies and related activities, completely lose their enthusiasm for learning, and even experience phenomena such as skipping classes, being late, and leaving early. They also feel mentally drained of academic energy, exhausted, and even experience emotions such as fatigue, loss, and depression. This will lead to a decrease in students' learning efficiency, academic satisfaction, life satisfaction, and psychological well-being.

In general, there are two main reasons for academic burnout among college students. One is the impact of environmental factors. With the continuous improvement of the popularization level of higher education, college students face different challenges such as heavy academic burden, fierce employment competition, high pressure for postgraduate entrance exams, and difficult entrepreneurship. At the same time, the development and transformation of higher education have put forward higher requirements for students' learning concepts and methods. However, college students have more free time, and they do not pay as much attention to their studies as they did in secondary school. Coupled with the lack of supervision by teachers and parents, and the lack of reasonable time planning by students themselves, they will be overwhelmed in their studies, and in the end, they do not get both learning effect and entertainment relaxation, leading to academic burnout. The second is the influence of individual factors. When facing significant academic pressure and learning tasks, college students may have unclear self-awareness, low self-efficacy, lack a clear understanding of learning goals and directions, and may not make reasonable psychological adjustments. As a result, they may lose interest in learning and experience negative emotions such as anxiety and fatigue, leading to academic burnout.

2. Research Status of Academic Burnout among College Students

In recent years, the academic community has paid high attention to academic burnout among college students, and the relevant research results are also quite fruitful. The research content mainly focuses on three aspects. One is to analyze the reasons for academic burnout among college students from a theoretical perspective. From the perspective of learning competition, Li Yinghua believes that excessive competition in social employment will inevitably lead to academic burnout among college students. From the perspective of emotional theory, Li Chengchen considered that there is a certain correlation between the emotional intelligence of college students and academic burnout. Jin Chunquan's research found a statistically significant negative correlation between college students' time management ability and learning burnout. The second is the study of the manifestations and hazards of

academic burnout among college students from a practical perspective. A study by Yu Xiaolin found that implicit truancy among college students is an important manifestation of academic burnout. He Anming and other scholars found that mobile phone dependence can positively predict academic burnout. The third approach is to propose strategies to alleviate academic burnout among college students. Feng Qiang and Tao Wei pointed out that individual psychological counseling helps students better engage in learning. In her 2022 master's thesis, Lanza elaborated on how group psychological counseling can effectively help sports major college students improve time utilization, reduce their level of learning burnout, and promote their learning enthusiasm and self-awareness.

Overall, the academic research on academic burnout among college students has a broad perspective, diverse methods, and strong targeting and guidance. However, there is still a phenomenon of insufficient discussion on strategies for academic burnout among college students. How to effectively alleviate academic burnout among college students is crucial. Compared with individual psychological counseling and heart to heart conversations, group psychological intervention has the advantages of strong practicality, wide coverage, high efficiency, and good results.

3. Implementation of Group Psychological Intervention in Coping with Academic Burnout of College Students

Group psychological intervention is a form of psychological counseling conducted in a group context. Leaders form a group based on the similarity of member issues, utilizing the power of the group and various psychological counseling techniques to create a trusting, warm, and supportive group atmosphere, which allows members to observe and learn from each other through the lens of others, thereby improving and solving common problems among members. Group psychological intervention generally achieves results through multiple attempts, and its implementation in addressing academic burnout among college students is as follows.

Firstly, it is necessary to clarify the goals of group psychological intervention. Clear goals can guide the direction of a group, not only directly affecting the design of the group coaching process, but also affecting how group leaders choose activity forms and have confidence in leading the group. The overall goal of group psychological intervention to address academic burnout among college students is clear, which is to stimulate their confidence in learning, improve their sense of learning efficacy, cultivate their learning abilities and methods, and ultimately maintain their interest in learning, achieving their self-learning and growth. The goals vary at different stages of group activities. For example, in the initial stage, the goal can be to quickly get to know each other and establish a sense of trust among group members. In the intermediate stage, the goal is to stimulate member interaction, stimulate member discussions, and encourage members to learn and benefit from the group. At the end stage, the goal is to assist members in evaluating the group's experience and encourage them to express their feelings towards the group. If the goals are different, the group intervention techniques used will also be different.

Secondly, it is necessary to standardize the operational process of group psychological intervention. In the preparation stage before the start of group intervention, it is necessary to clarify the nature of the group, determine the size of the group, arrange the time and venue for group activities, select group members, and develop a group plan. This is the basis for whether the group can successfully establish and carry out intervention activities. At the beginning of group intervention, it is necessary to carefully plan the activity environment and venue, and the group leader welcomes members with a friendly and joyful attitude. At the beginning, warm-up activities such as strong winds, squirrels and trees should be carried out to stimulate members' enthusiasm for participation and eliminate their sense of unfamiliarity. To ensure the smooth progress of the group, it is also necessary to establish rules that members should follow together to ensure the smooth progress of the group. In the middle stage of group intervention, which is also the critical stage, members interact with each other and share their experiences and experiences. Group leaders should use counselor techniques such as focus, active listening, empathy, support and face quality to facilitate group members' self-exploration and further understanding of themselves through different types of psychological activities such as who am I, lifeline and self-portrait. At the end of the group intervention, the group leader should announce that the group is coming to an end 2-3 weeks before the end, so that the group members are psychologically prepared for the parting, and at the same time, there is enough time to properly handle the separation emotions of the members. Usually, the group psychological interventions are usually concluded in three ways: review and summary, blessing and farewell, and planning and prospecting, and finally the group members should be allowed to end the group psychological interventions in a warm and harmonious atmosphere.

Thirdly, it is important to focus on the evaluation and feedback of group interventions. Evaluation and feedback are different methods to help group leaders and group members better understand the effectiveness of group interventions through various

information that can reflect the effectiveness of group interventions in cell phones, so that they can better carry out group interventions in the future. Two general methods are available to assess the effects of group interventions. First, student feedback can be used to assess the effectiveness of the intervention. Through case interviews, students can tell about changes they make during and after the intervention, such as whether they manage their time more effectively, whether they are more focused on their studies, whether their classroom participation increases, whether their interactions are positive, whether their independence in learning increases, and whether their academic performance improves. This feedback can help assess whether the intervention has a positive impact. Second, a questionnaire can be used to assess the effect of the intervention. Third, by developing questionnaires, whether students' attitudes and motivation toward the group atmosphere, the relationship among members, and their academic performance have been changed, and whether the phenomenon of academic burnout has been effectively improved, etc., can be found out. Team leaders can also get valuable first-hand information to scientifically evaluate the effectiveness of group interventions and make effective improvements.

The following points should also be noted in the implementation of group psychological interventions. The first is to focus on the subjectivity of students. In the process of group counseling, students' initiative and enthusiasm should be given full play, and students should choose the appropriate group format and activity theme according to their own situation. The second is to focus on the psychological changes of the members. When conducting group interventions, attention should always be paid to the psychological changes of members and appropriate responses should be made to specific problems. The third is to focus on practical effects. Scientific and effective forms and methods should be used in group counseling to guide members to recognize problems, solve them, and actively cope with academic burnout; fourth, focus on theory and practice. The fourth is to focus on theory and practice. The intervention should be carried out by combining practical experience and theoretical knowledge during group counseling.

4. Conclusions

Group psychological intervention can effectively alleviate college students' negative emotions, promote interaction and communication among college students, enhance college students' social skills and academic self-confidence, strengthen their self-regulation ability, and help them better cope with academic stress and challenges, which is an effective intervention method to deal with college students' academic burnout.

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