

## **The Effect of Learning Burnout on Academic Achievement: The Cross-Level Moderating Role of Culture Background**

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### **Research Foundation:**

We discussed the moderating effect of culture background on the relationship between individual learning burnout and academic achievement by means of multilevel meta analysis. Using PsycINFO, Web of Science and Google Scholar, we selected the papers about learning burnout and academic achievement with “boredom, bored, boring, burnout, learning, motivation, performance, achievement” as the key words. According to the inclusion criteria, the effective literature was selected, including 5 articles (7 studies) using Chinese samples and 18 English papers (21 studies) using American samples. A total of 28 studies were included in the Chinese and English literature ( $N = 19906$ ). The results of multilevel analysis showed that there was a significant negative correlation between learning burnout and academic achievement ( $r = -0.264, p < 0.001$ ). Moderating effect test showed that the culture background had cross-level moderating effect on learning burnout and academic performance ( $t = 2.340, p = 0.027$ ): Under Chinese cultural background, the relationship between learning burnout and academic achievement is weaker than that in the west culture background.

Keywords: learning burnout; academic achievement; culture difference; meta-analysis.

### **Future research project in summer school:**

1. Discuss and determine the specific content of cultural differences and mechanism.
2. Whether the influence of culture on individual motivation and performance could be further expanded, which is in accordance with previous theories.
3. Seek advice and opinions from others in communication.
4. Design experiments to verify the hypothesis.