

The Influence of Teachers' Teaching Style on the Learning Burnout and Learning Motivation of Secondary Vocational Students

Xinrui Xie

College of Fashion and Design Arts, Sichuan Normal University, Chengdu, China
x1401414528@outlook.com

Abstract. At present, learning burnout and lack of learning motivation are common academic psychological problems of secondary vocational students, and the teaching style of teachers directly affects the classroom atmosphere. However, the existing research focuses more on the field of general education, lacking a systematic overview of how the teaching style under the middle vocational situation affects both negative and positive psychology. This article employs a systematic literature review to synthesize empirical studies of the impact of the four-dimensional teaching style model on the learning burnout and learning motivation of secondary vocational students. The study found that the cognitive-oriented style serves a preventive and motivational function by enhancing classroom participation, and the emotional-oriented style plays a buffer role by improving the teacher-student relationship, both of which constitute a "cognitive-emotional" dual-path mechanism. The teaching style also presents a "double-edged sword" effect, and the control style will significantly inhibit the learning motivation. Based on this, this article puts forward the following suggestions: secondary vocational teachers should integrate cognitive stimulation and emotional support so as to maximize the dual benefits of alleviating burnout and improving motivation; at the same time, differentiated teaching strategies should be implemented for different types of burnout, grades and professional characteristics to improve the accuracy and efficiency of teaching; in addition, should improve teachers' professional competence through teacher training and other measures, it helps teachers to avoid the formation of controlled teaching behaviour and reduce the risk of negative teaching style on students' learning motivation from the institutional level.

Keywords: Teaching Style, Learning Burnout, Learning, Motivation in Vocational Education

1. Introduction

1.1. Research background and problem posing

At present, the country vigorously promotes the quality of vocational education, but the high incidence of learning burnout and insufficient learning motivation of secondary vocational students are still hidden obstacles that restrict the quality of education. Most secondary vocational students

have experienced different degrees of academic setbacks in the compulsory education stage. Their sense of self-efficacy is generally low, and they are prone to learning activities. At the same time, this group is highly sensitive to teachers' teaching attitude. Teachers' negative expectations are readily internalized by students as a sense of perceived and academic incompetence, which in turn exacerbates disengagement from academic engagement and contributes to academic decline. Teachers' teaching style directly shapes the psychological atmosphere in the classroom, which is a key variable that affects students' academic psychology. However, the existing research focuses more on the field of general education, and there is a lack of systematic discussion on how the teaching style affects negative psychology (burnout) and positive psychology (motivation) in the middle vocational situation. This article examines the relationship between the two, aiming to provide a literature-based foundation for improving students' learning outcomes through instructional enhancement.

1.2. Research significance and objectives

At the theoretical level, the current research pays more attention to the promotion of positive psychology by teaching style, less to explore its mitigation effect on learning burnout, and lacks research on secondary vocational groups. At the practical level, secondary vocational teachers lack systematic cognition of different teaching styles. This paper also examines the dual effects of teaching style on learning burnout and learning motivation, aiming to achieve the following goals: first, to delineate the differentiated effects of different style dimensions on burnout ; second, analyze the dual effects of teaching style on learning motivation ; finally, put forward practical suggestions and future directions. It aims to provide evidence support for alleviating the psychological problems of " learning " from the supply-side reform of " teaching."

2. Introduction of research subjects

2.1. Teachers' teaching style

2.1.1. Concept definition

Teachers' teaching style, that is, the collection of various methods and skills that teachers use to attract and guide students to learn in classroom teaching, is one of the core elements that constitute the classroom ecology. In the process of teaching and learning, teaching style plays an important structural role, especially in the disciplines that emphasize the cultivation of advanced thinking and analytical ability (such as mathematics, science, etc.), which exerts a particularly profound influence on student learning outcomes. Through the use of effective instructional methods, teachers can create a conducive learning environment and encourage students to engage in self-directed learning, problem-solving, critical thinking, and conceptual understanding [1].

2.1.2. Style classification

The four-dimensional model (humorous, caring, logical, and creative) on the classification of teachers' teaching styles proposed by He et al., and empirically tested by Zhou and Liu, provides an important perspective for understanding students' classroom psychology and behavior. This model emphasizes that from the perspective of students' perception, compared with the traditional classification method with teachers' intention as the core, it can better reveal the differentiated influence of teaching practice on students' internal psychological process. Cognitive-oriented

teaching styles (logical and creative) can significantly positively predict students' classroom engagement, while the predictive effect of emotional-oriented teaching styles (humorous and caring) does not reach a statistically significant level. This finding reveals the priority of cognitive stimulation in the teaching process [2]. This study follows the four-dimensional framework and focuses on secondary vocational students' perception of teachers' teaching style and its psychological effects.

2.2. Learning burnout

2.2.1. Concept definition

Learning burnout is a multi-dimensional negative psychological state that students manifest in academic contexts. It usually includes core characteristics such as emotional exhaustion, academic alienation and inefficacy, which is manifested as lack of confidence and enthusiasm for schools, studies, courses, etc. [3]. With the deepening of research, scholars have further expanded and refined the structural dimensions of learning burnout based on the classic Maslach burnout theory and the characteristics of academic situations. Kumyoung and Kumyoung's research in the Thai undergraduate group found that learning burnout not only includes the exhaustion in the traditional three dimensions, but also extends to new dimensions such as cognitive impairment (such as attention and comprehension difficulties), psychological distress (such as anxiety, sleep disorders), and psychosomatic complaints, forming a more refined six-dimensional framework, thereby revealing the pervasive impact of learning burnout on students' overall physical and mental health [4].

Once learning burnout is formed, it will have a profound negative effect on students' academic performance, physical and mental health and behaviour patterns. At the academic level, students in a state of burnout show a significant decline in learning motivation and efficiency, and develop negative expectations regarding future academic pursuits [5]. In terms of physical and mental health, learning burnout is closely related to a variety of negative emotions and psychological problems. Kumyoung and Kumyoung's research confirms that study fatigue is accompanied by emotional problems such as melancholy and anxiety, and may induce mental and physical symptoms such as sleep disorders and weight fluctuations [4]. The above evidence shows that learning burnout is a multi-dimensional negative state involving cognition, emotion and behaviour. This phenomenon is especially worthy of attention among secondary vocational students: different from ordinary high school students, secondary vocational students have often accumulated relatively more academic setback experiences before entering vocational education, which may make them more vulnerable to burnout-related problems, and thus more susceptible to the multiple effects of learning burnout.

2.2.2. Group characteristics of secondary vocational students

For a long time, the reasons for the high incidence of academic burnout of secondary vocational students include the accumulation of academic failure experience in the past, negative social evaluation from the outside world, and the double pressure of entering a higher school and employment [6]. Therefore, it is of great practical significance to investigate the special performance and influencing factors of secondary vocational students' learning burnout.

2.3. Learning motivation

2.3.1. Concept definition

Learning motivation is an internal psychological state that triggers and maintains individual learning activities, guides their behaviour towards the established learning goals, and then meets specific learning needs. It is also the root cause and internal motivation that directly drives learning behaviour [7].

2.3.2. Classification

Learning motivation is mainly divided into two types: internal motivation and external motivation. Internal motivation refers to the driving force arising from within the individual, which is usually manifested as psychological tendencies such as interest, curiosity or inner satisfaction; external motivation is triggered by triggers outside the individual, such as external rewards, performance evaluation or avoidance of punishment. In short, the internal motivation originates from the individual's spontaneous interest in the activity itself, which is an internal drive to push the individual to complete the activity to achieve the goal of self-satisfaction. In contrast, external motivation is not rooted in the activity itself, but aims to obtain some external results, which may be both positive rewards and avoidance of negative consequences [7].

3. The influence of teachers' teaching style on secondary vocational students' learning burnout

3.1. Literature review and analysis

Positive teaching styles, especially those with both cognitive stimulation and emotional support, can effectively alleviate students' learning burnout.

Zhou and Liu studied 1,064 Chinese college students, aiming to explore the impact mechanism of the four teaching styles of humour, caring, logic and creative on classroom input [2]. The study adopts the questionnaire survey method. The results show that cognitive-oriented teaching styles (i.e. logical and creative) can significantly predict the level of students' classroom input; while the direct predictive effect of emotional-oriented teaching styles (i.e. humorous and caring) on classroom input does not reach a statistically significant level, suggesting that emotionally supportive teaching styles may be insufficient on their own to directly promote classroom engagement, and its role can only be achieved with the help of specific intermediaries or adjustment variables. Further analysis shows that the emotional-oriented teaching style exerts its indirect impact on classroom engagement through mediating mechanisms such as cognitive re-evaluation or moderating mechanisms such as classroom climate. This discovery highlights the priority of cognitive stimulation in the teaching process. Although the dependent variable directly measured by the study is "classroom input" rather than "learning burnout", in view of the significant negative correlation between learning burnout and classroom input at the conceptual level, the lack of classroom input is one of the core manifestations of learning burnout, which can be logically analogous to the field of learning burnout: logical and creative teaching style it may have an inhibitory effect on the level of learning burnout by enhancing students' cognitive participation. However, there are also some notable limitations at the methodological level of this study: first, the study adopts cross-sectional design, and thus the causal directionality among variables remains indeterminate; second, the measurement of teaching style depends on students' subjective perception reports, which may be

affected by individual cognitive bias; third, the sample was limited to higher education contexts, and secondary vocational students were not included in the scope of investigation, and the generalization of the conclusion to the situation of vocational education still needs to be tested.

Other studies focused on the group of secondary vocational students. Wang Siyi and others took 1896 secondary vocational students as the research subjects and used a questionnaire survey design to systematically examine the prediction path of peer relationship and teacher-student relationship on academic burnout, and tested the chain intermediary effect of discrimination perception and self-sympathy [6]. The research results show that the teacher-student relationship can significantly negatively predict the academic burnout level of secondary vocational students. Specifically, high-quality teacher-student relationships help to reduce the perceived discriminatory experience of students, thereby promoting the improvement of their self-sympathy, and ultimately alleviate academic burnout. This discovery provides an important mechanism to explain "how caring teaching style alleviates learning burnout": a caring teaching style helps students cultivate a positive self-perception by enhancing the quality of teacher-student relationship, so as to effectively resist certain burnout. Compared with similar studies, this study makes a prominent contribution to directly taking the group of secondary vocational students as the research object, and on this basis, it elucidates the underlying psychological mechanisms through which teacher-student relationships influence academic burnout. However, this study also has relative limitations. First, the study adopts cross-sectional design, and it is difficult to establish the causal timing relationship between variables. Second, the study only examines the relationship between teachers and students, but does not refine and distinguish between different dimensions of teaching styles, so it is impossible to reveal the different style dimensions such as caring and logical in alleviating burnout. Potential differentiation effects may exist across style dimensions, which represents one of the core issues this study seeks to further explore.

Xiang Zuqiang and others took 426 middle school students as a sample and found that learning motivation can negatively predict learning burnout, and learning engagement plays a partial intermediary role in this relationship, and personal growth initiative regulates this intermediary path [3]. The study suggests that the teaching style may indirectly alleviate learning burnout by stimulating learning motivation and promoting learning investment.

3.2. Summary and analysis

Based on the above literature review, the following conclusions can be drawn: First, teachers' teaching styles have a significant impact on the learning burnout of vocational school students. A positive teaching style that combines cognitive stimulation and emotional support can help alleviate learning burnout. Second, the dimensions of different teaching styles have distinct paths of influence on learning burnout: logical and creative styles mainly prevent burnout by enhancing cognitive engagement, while caring and humorous styles buffer burnout experiences more by improving the teacher-student relationship and creating a positive classroom atmosphere. Third, this influence effect may vary depending on the characteristics of the student group. Wang Siyi et al.'s research shows that in student groups with a higher level of perceived discrimination, the buffering effect of a caring teaching style is more prominent [6]. Additionally, due to past academic setbacks, vocational school students are particularly sensitive to teachers' words and deeds, which means that the same teaching style may have different effects on students of different grades and majors.

4. The influence of teachers' teaching style on the learning motivation of secondary vocational students

4.1. Teaching style and intrinsic motivation

Supporting an independent and cognitively stimulating teaching style can effectively improve the learning motivation of secondary vocational students, especially the promotion of internal motivation is more obvious. When the teaching style meets the basic psychological needs of students such as autonomy, ability and belonging, the learning opportunities are significantly enhanced, which is especially prominent in interactive, collaborative and personalised teaching.

Based on the theory of self-determination, Burgueño et al. examined the mechanism of the influence of the teaching style of teacher educators on the willingness of pre-service teachers to teach, taking 429 Spanish pre-service teachers as participants and employing a longitudinal panel design [8]. The study found that the democratic style of teacher educators (that is, the teaching style that supports autonomy) can positively predict their independent motivation and teaching self-efficacy by meeting the basic psychological needs of pre-service teachers (sense of autonomy, sense of ability, and sense of belonging), thus enhancing their willingness to teach. The role follows a complete chain intermediary path: democratic style → basic psychological needs satisfaction → autonomous motivation → teaching self-efficacy → willingness to teach. This finding shows that when the teaching style responds to the autonomy needs of learners, it can effectively stimulate the intrinsic learning motivation of their career choices.

Although this study takes pre-service teachers rather than secondary vocational students as samples, its theoretical foundation-self-determination theory has good cross-situational applicability. Translating this pathway to the context of secondary vocational education, it can be inferred that when secondary vocational teachers adopt the teaching style of supporting autonomy, students' sense of autonomy and ability will be satisfied, thus stimulating their internal learning motivation. However, the limitations of this study are as follows: first, the sample is limited to the field of normal education, and there are significant differences between normal students and secondary vocational students in learning experience, academic frustration experience and career orientation, and the cross-group conclusion needs to be considered; secondly, the 'willingness to teach' focuses on career planning motivation, while the 'learning motivation' of secondary vocational students focuses more on the input in the academic context. There are differences between the two in the type of motivation and the direction of results, which can not be simply equated.

Another study focuses on the relationship between interactive teaching and the academic motivation of secondary vocational students. Liu directly examined the relationship between interactive teaching methods and academic motivations among 310 students from a secondary vocational school in China [9]. The research adopts a cross-sectional questionnaire survey design. The study found that students have a high degree of perception of interactive teaching technology and show strong intrinsic motivation. Relevant analysis shows that there is a significant positive correlation between interactive teaching perception and academic motivation. The outstanding value of this study is that it takes secondary vocational students as the direct research object, which makes up for the gap in the existing literature's lack of attention to such groups, and provides empirical support for the proposition of "teaching style affects learning motivation" in the context of secondary vocational education. Compared with the research of Burgueño and others, the study focuses on the specific style of interactive teaching rather than the overall teaching style classification, and does not test the intermediary mechanism of meeting psychological needs [8]. However, the shortcomings are also more obvious. First of all, the study adopts across-sectional

design, with all variables assessed at a single time point, which can only reveal the correlation between interactive teaching perception and academic motivation, and cannot infer the causal direction. Secondly, the sample only comes from one secondary vocational school, which is limited in representation. The school level, quality of students and teaching culture of different schools may have a regulating effect on the effect of interactive teaching, and a single school sample cannot cover the above variations. In the future, it is appropriate to adopt a multi-school hierarchical sampling design to improve the external validity of the research conclusions.

Taking 10 secondary vocational colleges and universities in Guangxi as an example, Mu Xiangwei and others investigated from the four dimensions of learning attitude, perception learning style, learning motivation and learning strategy. They found that students' internal learning needs varied across grade levels and other individual characteristics, and put forward the circular teaching of "learning needs analysis - personalized teaching - personalized evaluation - teaching reflection". Path [10]. The study suggests that the degree of matching between teaching style and students' learning style is an important factor affecting motivation. The underlying rationale for matching effect can be explained from the self-determination theory: the fit of teaching style to the individual learning style is actually an accurate response to students' sense of autonomy and ability - the higher the degree of matching, the more fully the basic psychological needs experienced by students are met, and the more likely the activation of internal motivation will occur.

Based on the above research, the following conclusions can be drawn: First, supporting an independent and interactive teaching style can significantly improve the learning motivation of secondary vocational students. Second, the mechanism of teaching style affecting learning motivation mainly involves the satisfaction of basic psychological needs (sense of autonomy, sense of ability, sense of belonging) and the improvement of self-efficacy. Third, this promotion effect is not evenly manifested in all student groups. Liu's research found that first-year students and students majoring in electronics responded more positively to the motivation of interactive teaching, indicating that grade and major type may constitute important adjustment variables. For senior students, long-term learning setbacks may lead to a decrease in their sensitivity to positive changes in teaching styles; for different majors, students in skilled majors may react more positively to interactive and practical teaching styles [9].

4.2. The double-edged sword effect of teaching style on learning motivation

The influence of teaching style on learning motivation is not always positive. Inappropriate instructional styles, such as : those characterized by rigid control, exclusive reliance on didactic transmission, and neglect of emotional support—are not only ineffective in stimulating learning motivation, but may inhibit or even collapse the students' intrinsic motivation. Especially for the group of secondary vocational school students, the past academic frustration experience and the high sensitivity to teachers' words and deeds may make this kind of negative impact more prominent.

The research of Misbah et al. reveals the positive and negative aspects of teachers' interpersonal behaviour. The results show that teachers' controlling behaviour directly reduce students' perceived competence, and this negative effect is more pronounced in the high-ability-based education environment (that is, the education system oriented by the standard of vocational skills) [11]. Specifically, when teachers show high-pressure, coercive and unquestionable teaching behaviour, students' sense of ability - that is, the belief that "I can learn well" - will be directly hit. The value of this study is that it tests the damaging effect of teachers' control behaviour on motivation for the first time in the vocational education situation, which provides key evidence for understanding the negative side of the "double-edged sword" of teaching style. However, its shortcoming is that it only

measures the single psychological need of a sense of ability, and does not examine the damage of autonomy and belonging at the same time. It can be inferred that teachers' control behaviour also damages students' sense of autonomy (students feel dominated rather than autonomous), and its negative impact on motivation may be more serious than what the research has revealed.

If the research of Misbah and others reveals the damage of teachers' control behaviour to the sense of ability from the level of psychological mechanism, Zhang Zhixin and colleagues corroborate the prevalence of controlling instructional behavior in Chinese secondary vocational classrooms and its adverse consequences, as documented through empirical classroom diagnosis [11, 12]. The two jointly reveal the path of damage of negative teaching style to learning motivation from the theoretical and practical levels respectively [11, 12].

Zhang Zhixin and others studied the diagnosis and research on the teaching behaviour of secondary vocational teachers [12]. The research collected data through a variety of methods such as classroom observation, teaching video analysis and student questionnaire survey, and comprehensively evaluated the teaching behaviour of teachers. The study found that cultural teachers in sample schools generally have the following problems in classroom teaching: self-lecture-based and obviously insufficient support and attention to students with learning difficulties, low level of classroom problem design, improper use of group cooperative learning methods, and the quality of teacher-student interaction needs to be improved. The study directly reveals the negative impact of the traditional teaching style of "teaching-oriented" on secondary vocational classrooms. When teachers adopt single-leaching teaching for a long time, students' interest in learning and willingness to participate are often significantly suppressed. Compared with other studies, the outstanding contribution of this research is that it provides an empirical basis for localization with Chinese secondary vocational schools as the direct research object. Its shortcomings are that the level of students' learning motivation is not directly measured, and it is difficult to accurately assess the specific degree of damage of teaching behaviour to motivation; and the sample only comes from two schools, and the validity is limited.

Based on the above research, the following conclusions can be drawn: First, the negative teaching style has a cross-situational consistency of the harmful effect on the learning motivation of secondary vocational students. Misbah and others confirmed that teachers' control behaviour directly weakens students' sense of ability, while Zhang Zhixin and others confirmed the prevalence of controlled teaching in China's secondary vocational classrooms and its suppression of learning interest [11, 12]. Second, the negative teaching style damages motivation through a double path: first, the psychological need path, controlling the behaviour to attack the sense of ability and autonomy; second, the cognitive participation path, the single teaching leads to students' passive acceptance and interest consumption. Third, the group of secondary vocational students is particularly sensitive to the control, neglect or low expectations of teachers due to their past academic frustration. The negative teaching style may cause more serious motivational damage in this group.

5. Discussion and suggestion

5.1. Integration of research conclusions

Based on the above literature, the influence of teachers' teaching style on the academic psychology of secondary vocational students follows the dual path of "cognition-emotion" [2, 3, 6]. In terms of learning burnout, cognitive-oriented style (logical, creative) inhibits the formation of burnout at the source by enhancing classroom cognitive participation; emotional-oriented style (caring, humorous)

plays a role in alleviating the burnout that has occurred by improving the relationship between teachers and students, reducing discrimination awareness and enhancing self-sympathy. In terms of learning motivation, the teaching style shows a "double-edged sword" effect. An autonomy-supportive and interactive teaching style effectively stimulates intrinsic motivation by satisfying students' basic psychological needs [8, 9]; while a controlling and didactically dominant instructional style suppresses and even destroys students' existing learning motivation by eroding the sense of competence and autonomy and curtailing cognitive engagement [11, 12]. The two paths do not operate independently, but are intertwined in the classroom situation. If the positive effect of cognitive stimulation lacks emotional support, it may be offset by emotional rejection; on the contrary, a warm emotional atmosphere can also amplify the effect of cognitive stimulation. Due to the rich experience of academic setbacks in the past and highly sensitive to the words and deeds of teachers, the "double-edged sword" effect of teaching style may be more prominent in this group.

5.2. Specific suggestions for secondary vocational teaching practice and future research directions

Specific suggestions for the teaching practice of secondary vocational education are: First, advocate the teaching style of combining cognition and emotion. Secondary vocational teachers should organically integrate cognitive guidance and emotional support in teaching design. For example, For instance, teachers may pair the instruction of new knowledge with encouraging feedback, and attend closely to the emotional states of students with learning difficulties during classroom interaction, so as to give full play to the comprehensive effect of teaching style on alleviating learning burnout and stimulating learning motivation. Second, implement targeted interventions according to the type of student burnout. Those with cognitive impairment focus on logical and creative styles, and those who are emotionally exhausted focus on caring and humorous styles; Third, they should pay attention to the differentiated teaching needs of grades and majors, and adjust the focus of teaching styles accordingly. In terms of grade dimensions, the learning habits of junior students have not been fixed, and they can focus on cognitive stimulation teaching to cultivate their awareness and ability of active learning; senior students need to attach to the same importance to cognitive stimulation and emotional care due to the gradual accumulation of academic pressure, taking into account motivation maintenance and burnout prevention. In the professional dimension, skilled majors have a stronger willingness to participate in practical operations, and can adopt more interactive and project-based teaching strategies; theoretical majors should focus on the logical organization and structured presentation of knowledge to respond to their cognitive construction needs; Fourth, schools should establish systematic teacher professional development, professional development mechanism helps teachers identify and improve negative teaching behaviors such as high-pressure control and low-expectation transmission through the combination of regular teaching observation, peer mutual evaluation and student feedback, and cut off the vicious circle of negative teaching style on learning motivation at the institutional level.

There are still some shortcomings in the current research. In the future, researchers can continue to improve from the following aspects: First, strengthen the special research on the secondary vocational situation. The existing empirical research on teaching style and academic psychology mostly focuses on college students or ordinary middle school students, and there are few direct investigations on secondary vocational students. In the future, it is necessary to develop teaching style and learning burnout measurement tools suitable for the secondary vocational education environment, so as to obtain direct data in this field more systematically. Second, promote longitudinal tracking research. At present, cross-sectional design accounts for the vast majority, and

it is difficult to establish a causal relationship. In the future, longitudinal tracking can be carried out to examine the dynamic impact of teaching style on learning burnout and motivation. Third, explore the role of moderating variables. Factors such as grade, major, academic foundation and gender may play a regulatory role in the relationship between teaching style and academic psychology, but there is still a lack of systematic test. Future research can be expanded to provide a basis for differentiated teaching strategies. Fourth, enrich the intermediary mechanism. In addition to basic psychological needs satisfaction and cognitive reconstruction, variables such as academic emotions and academic self-concept may also play a mediating role between teaching style and academic psychology, which can be discussed in subsequent studies.

6. Conclusion

This article focuses on the impact of teachers' teaching style on the learning burnout and learning motivation of secondary vocational students, and systematically sorts out the relevant empirical research. Research shows that the influence of teachers' teaching style on the academic psychology of secondary vocational students follows the "cognitive-emotion" dual-path mechanism: cognitive-oriented style (logical, creative) fulfills its preventive and motivational functions by enhancing students' cognitive engagement and perceived competence in the classroom; the emotional-oriented style (caring-oriented, humorous) strengthens teacher-student relationships and reduces negative self-perceptions, thereby serving a buffering function with respect to burnout and a sustaining function with respect to motivation. At the same time, the influence of teaching style is not only positive. Controlling and neglecting teaching styles will significantly inhibit learning motivation and present a "double-edged sword" effect. Due to the special academic setback experience and the high sensitivity to the words and deeds of teachers, secondary vocational students react more strongly to the positive and negative impact of the teaching style. Based on the above conclusions, this article suggests that secondary vocational teachers should integrate cognitive stimulation and emotional support, adopt differentiated teaching strategies according to the types of students' burnout and the characteristics of grade majors, and avoid the formation of controlled and low-expectation teaching behaviours. This research provides an empirical foundation for alleviating students' academic psychological challenges through instructional reform, and has certain reference value for the practice of classroom teaching in middle vocational schools and the professional development of teachers.

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