

Original Paper

A Review of the Effectiveness of Group Psychoeducation and Expressive Arts Therapy on Academic Burnout in Adolescents

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Received: November 21, 2023 Accepted: November 28, 2023 Online Published: November 30, 2023

doi:10.22158/wjeh.v5n4p167

URL: <http://dx.doi.org/10.22158/wjeh.v5n4p167>

Abstract

Academic burnout is becoming a prominent issue among adolescents, impacting their mental health and overall academic performance. This paper aims to review the effectiveness of group psychoeducation and expressive arts therapy interventions in addressing academic burnout in this population. Through an exploration of various studies and empirical evidence, this review provides an overview of the positive outcomes achieved by these interventions. While more research is needed to establish the long-term effects and generalizability of the findings, preliminary results suggest that both group psychoeducation and expressive arts therapy can be valuable tools in reducing academic burnout among adolescents.

Keywords

Group psychoeducation, Expressive arts therapy, Adolescents, Academic burnout

1. Introduction

Academic burnout among adolescents has become a matter of growing concern in recent years. With the increasing pressure to excel academically, adolescents are facing mounting stress and experiencing emotional and physical exhaustion. This phenomenon has raised significant alarm among educators, researchers, and parents, as academic burnout not only affects the mental well-being of students but also has a detrimental impact on their overall academic performance. Therefore, how to effectively prevent and treat academic burnout has become an important issue for educators and parents.

In this context, group psychoeducation and expressive arts therapy are widely used in adolescent mental health education. Group psychoeducation refers to the way of psychological education to improve individual mental health and promote individual self-awareness and interpersonal skills by

organizing certain forms of group activities. Expressive arts therapy is a kind of therapy that helps individuals express their inner feelings and relieve psychological pressure through painting, music, dance and other art forms. These two psychological intervention methods have certain advantages and characteristics, but their influence on adolescent academic burnout needs to be further explored (Li & Peng, 2022).

2. Group Psychoeducation

This section mainly expounds the characteristics and functions of group psychological education, including improving individual self-awareness and self-regulation ability, enhancing social skills and cooperation spirit, and promoting mental health. Finally, the importance of group psychological education in adolescent mental health education is emphasized.

2.1 The Characteristics of Group Psychoeducation

Group psychoeducation is a type of therapy that involves educating individuals about their mental health condition and teaching them coping skills to manage their symptoms, which has the following characteristics: Group psychoeducation takes the group as the unit and realizes the educational purpose through the interaction and communication within the group. Psychoeducation is often combined with other therapies, such as cognitive-behavioral therapy. Strong interaction, group psychoeducation pays attention to the interaction and communication between group members and encourages them to share their experiences and feelings, thus promoting mutual understanding and support. With high participation, group psychoeducation emphasizes participation and cooperation, and encourages group members to actively participate in and contribute their own strength, thus enhancing their sense of self-worth and self-confidence. Strong pertinence, group psychoeducation according to the characteristics and needs of group members, to develop personalized education programs, strong pertinence, can better meet the needs of group members (Dolan et al., 2021).

2.2 The Role of Group Psychoeducation in School

The role of group psychoeducation in schools is multifaceted and plays a crucial part in promoting students' psychological well-being and academic success. It has the following functions: mental health education: group psychoeducation in schools serves as a platform to provide students with essential knowledge about mental health issues, emotional regulation, coping strategies, and stress management. By enhancing students' mental health literacy, it helps reduce stigma associated with mental health problems and encourages early intervention seeking. Problem identification and intervention: group psychoeducation facilitates the early identification of students facing psychological challenges. Through group interactions and discussions, educators and mental health professionals can detect signs of distress or specific mental health issues, allowing for timely and appropriate interventions. Emotional support: participation in group psychoeducation sessions enables students to share their experiences and emotions with peers facing similar challenges. The supportive environment fosters a sense of belonging, reduces feelings of isolation, and provides emotional validation, thus contributing

to improved psychological well-being. Skill development: group psychoeducation equips students with practical coping skills, problem-solving abilities, and communication strategies. These skills not only aid in managing mental health difficulties but also enhance their overall resilience and adaptability in academic and personal contexts.

2.3 The Definition and Development of Group Psychoeducation in School

Group psychoeducation is a therapeutic approach that involves providing education and information to a group of individuals who are facing similar mental health challenges or conditions. As a prominent therapeutic approach in school settings, it has garnered increasing attention due to its potential to address mental health concerns among students.

1. Stage 1: Emergence and Integration of Group Therapy Principles

During the mid-20th century, mental health professionals began recognizing the potential benefits of applying group therapy principles in school settings. Group therapy, known for its effectiveness in addressing various mental health issues, provided a foundation for the development of group psychoeducation in schools. Educators and mental health practitioners saw the potential of group settings to facilitate emotional support and skill development among students.

2. Stage 2: Focus on Prevention and Early Intervention

In the 1970s and 1980s, there was an increasing emphasis on prevention and early intervention in schools. As researchers and practitioners delved into the impact of mental health on students' academic and social functioning, it became evident that addressing mental health concerns early on could significantly improve students' outcomes. Group psychoeducation was recognized as a valuable tool for early problem identification and intervention, allowing schools to provide timely support to students in need.

1. Stage 3: Mental Health Promotion and Resilience Building

In recent years, the focus of group psychoeducation in schools has expanded beyond problem-solving and early intervention to include mental health promotion and resilience building. Researchers and educators increasingly recognized the importance of fostering resilience and well-being among all students. Group psychoeducation sessions now incorporate mental health education, coping skills training, and emotional support to enhance students' overall resilience and positive mental health outcomes.

3. Expressive Arts Therapy

This section mainly expounds the definition and development of expressive arts therapy, including its origin and development background. Then it introduces the principle and function of expressive arts therapy, including promoting emotional release, enhancing self-awareness and self-cognition, and improving self-esteem and self-confidence through artistic expression. At the same time, it also introduces the classification and application fields of expressive art therapy, including painting, music, dance and other different forms of expressive art therapy, as well as its application in psychotherapy,

education and rehabilitation (Malchiodi, 2022).

3.1 The Definition and Development of Expressive Arts Therapy

Expressive arts therapy is an integrative, multimodal approach that utilizes a variety of methods including writing, music, visual arts, drama, and dance to help people achieve personal growth. In this type of treatment, people work with a trained therapist who helps them explore and understand their reactions to their experience with different forms of expressive art.

The development of expressive art therapy can be summarized into three key stages. Its prehistoric origins reveal the ancient recognition of art as a healing and expressive tool. The emergence of art therapy as a profession in the 20th century marked a turning point in its formal recognition and exploration as a therapeutic approach. During this period, psychiatrists and psychologists, such as Carl Jung and Margaret Naumburg, explored the therapeutic potential of art in psychoanalysis. Their work shed light on the role of artistic expression in facilitating self-discovery, accessing unconscious emotions, and promoting healing. Margaret Naumburg's concept of "art as therapy" laid the foundation for the development of expressive art therapy as a profession. Finally, the integration of expressive art therapy into mental health settings and its expansion to include diverse modalities reflect its ongoing evolution and impact in supporting individuals' emotional, psychological, and spiritual well-being (Maxine, 1994).

The continuous growth of expressive arts therapy research and practice highlights its significance as a powerful and effective therapeutic modality in contemporary mental health care. It is not only widely used in individual psychotherapy, but also in group psychotherapy, community psychotherapy, rehabilitation therapy and other fields. The theory and practice of expressive arts therapy are constantly developing and improving, such as the formulation of professional standards and training norms for art therapists, and the formulation of clinical practice guidelines for expressive arts therapy (Levine, 1995). In a word, expressive art therapy is a unique and effective psychotherapy method, which promotes the development and treatment of individual mental health through artistic expression, and has a wide application prospect and far-reaching significance.

3.2 The Principle and Function of Expressive Arts Therapy

Expressive arts therapy is a therapeutic method to help people relieve their psychological problems through creative expression. Its basic principle is to utilize creative expression as a transformative and healing tool for self-discovery and emotional exploration, so as to promote individual psychological growth and health. The role of expressive arts therapy is mainly manifested in the following aspects: Promote emotional expression and communication, expressive arts therapy helps individuals express their inner feelings and experiences through creative expression, thus promoting emotional expression and communication. In the process of expression, individuals can express their feelings and thoughts through painting, music, dancing and other ways, so as to achieve the effect of emotional catharsis and emotional adjustment. Enhancing self-awareness and cognition, expressive arts therapy can help individuals understand their inner world more deeply and enhance self-awareness and cognition.

Through creative expression, individuals can better understand their emotions and experiences and explore their inner world, so as to better understand themselves and improve their self-awareness and self-cognition ability. Promoting emotional adjustment and mental health, expressive arts therapy can help individuals adjust their emotions, relieve stress and promote mental health. Through creative expression, individuals can release inner pressure and negative emotions, alleviate psychological problems such as anxiety and depression, and thus promote mental health and emotional adjustment (Vaartio-Rajalin, 2021). Enhancing creativity and imagination, expressive arts therapy can help individuals to enhance creativity and imagination and improve their artistic creation ability. Through the training and practice of expressive arts therapy, individuals can better master the skills and methods of artistic creation, thus improving their creativity and imagination.

In a word, expressive arts therapy is an effective psychotherapy method with many functions and advantages. In adolescent mental health education, expressive arts therapy can be used as an important means to help adolescents better explore and express their inner world and promote their mental health and growth (Ramirez, 2021).

4. Academic Burnout

Academic burnout refers to the emotional, cognitive and behavioral fatigue in the process of learning, which is manifested as loss of interest in learning, lack of motivation, inattention, low learning efficiency and decline in academic performance. The characteristics of academic burnout mainly include: emotional fatigue, which often occurs when teenagers are bored, tired and depressed. Cognitive fatigue, when teenagers are tired of their studies, will appear cognitive fatigue, which is manifested as inattention, slow thinking and slow response. Behavioral fatigue, when teenagers are tired of their studies, will appear, which is characterized by low learning efficiency, prolonged learning time and decreased academic performance (Vizoso, 2019).

Academic burnout is the result of many factors, including the following aspects: learning environment, noisy, crowded and unsanitary learning environment will affect teenagers' learning interest and learning effect, which will lead to academic burnout. Family factors, family education methods, education level and family atmosphere will all have an impact on teenagers' academic burnout. School factors, school teaching quality, teachers' teaching methods and school management system will all have an impact on teenagers' learning, thus affecting the emergence of academic burnout. Individual factors, including teenagers' personality, gender, age, health status, etc., have an impact on teenagers' learning, thus affecting the emergence of academic burnout.

To sum up, Academic burnout will not only affect the learning effect, but also affect their physical and mental health. Therefore, intervention need to be taken to prevent and treat academic burnout.

Academic burnout refers to a psychological state in which their interest in learning is reduced, their motivation to learn is weakened and their learning effect is poor due to various reasons. Academic burnout is a common phenomenon. The manifestations and degrees of adolescent academic burnout are

different, mainly in the following types. Emotional burnout, students are bored with the learning process, lacking interest and enthusiasm. Behavior burnout, students lack enthusiasm for the learning process, are unwilling to participate in classroom discussions and activities, and lack initiative. Cognitive burnout, students feel unable to understand and master the learning content, and have doubts and distrust of their learning ability. Motivation burnout, students lack clear planning and goals for learning goals and future development, and lack motivation. The classification of academic burnout can help teachers and parents better understand students' learning status and problems, and take targeted measures to help students overcome academic burnout (Safarzaie, 2017).

5. The Influence of Group Psychological Education and Expressive Art Therapy on Academic Burnout in Adolescents

Group psychological education and expressive art therapy can have a positive and significant influence on reducing academic burnout in adolescents. Group psychoeducation provides a structured and supportive setting for adolescents to discuss and address their academic stressors. By sharing their experiences and emotions with peers facing similar challenges, adolescents develop a sense of camaraderie and mutual understanding. Through group discussions and guided activities, they learn coping strategies, stress management techniques, and problem-solving skills. This equips them with the tools to effectively manage academic pressures and build resilience, leading to a decrease in academic burnout (Midgett, 2015).

Expressive arts therapy offers a creative and non-verbal outlet for adolescents to express their emotions and experiences related to academic stress. Engaging in various art forms allows them to explore and process their feelings in a safe and non-threatening manner. Artistic expression provides a cathartic release, enabling adolescents to gain insights into their emotions and self-perceptions. As they engage in the creative process, they may find alternative ways of understanding and managing their academic stress, fostering emotional healing and reducing burnout.

The combined effect of group psychoeducation and expressive arts therapy provides a comprehensive approach to tackle academic burnout in adolescents. By addressing both the emotional and cognitive aspects of stress, these interventions empower adolescents to develop effective coping mechanisms and a healthier perspective towards academic challenges. As a result, they are more likely to experience improved well-being, enhanced motivation, and better academic performance, ultimately leading to a reduction in academic burnout.

6. Conclusion and Enlightenment

6.1 Research Conclusion and Practical Significance

In conclusion, this review highlights the effectiveness of both group psychoeducation and expressive arts therapy in addressing academic burnout in adolescents. The findings suggest that these interventions play a crucial role in reducing emotional exhaustion, enhancing coping skills, and

promoting self-expression among adolescents facing academic stress. The combination of group-based learning and creative expression provides a comprehensive approach to tackling academic burnout by addressing both cognitive and emotional aspects of stress. Group psychoeducation offers a structured and supportive environment for adolescents to share their academic concerns, gain peer support, and learn effective coping strategies. The interactive nature of group sessions fosters a sense of belonging and mutual understanding, empowering adolescents to develop resilience and better manage academic pressures. On the other hand, expressive arts therapy provides a non-verbal and creative outlet for adolescents to express and process their emotions, leading to emotional healing and reduced burnout.

Based on the above conclusions, this study puts forward the following inspirations to adolescent mental health education: firstly, we should strengthen the innovation of the content and methods of adolescent mental health education, and pay attention to the application and promotion of psychological intervention means represented by group psychological education and expressive art therapy. Secondly, we should strengthen the construction of mental health education resources in schools and society, provide more mental health education services and support, and provide guarantee for the development of adolescent mental health. Finally, we should pay attention to the actual effect and evaluation of adolescent mental health education, strengthen the monitoring and evaluation of mental health education, find and solve problems in time, and improve the effectiveness and sustainability of mental health education.

6.2 Enlightenment to Adolescent Mental Health Education

The comprehensive review of the effectiveness of group psychoeducation and expressive arts therapy in addressing academic burnout in adolescents offers valuable insights and implications for adolescent mental health education. Firstly, adopting a holistic approach to mental health education is essential. Recognizing the intricate connection between academic stress and emotional well-being, educational institutions can integrate emotional resilience and coping skill development into their curricula. This approach aims to nurture not only academic success but also the overall mental health of adolescents. Secondly, early intervention plays a critical role in preventing and managing academic burnout. Incorporating screening tools in mental health education programs allows for the timely identification of at-risk students. By promptly providing group psychoeducation and expressive arts therapy interventions, educators can offer essential support to adolescents facing academic stress, potentially averting more severe consequences. Moreover, fostering a culture of peer support is vital for adolescent mental health. By establishing support groups or peer mentoring programs, mental health education can create a nurturing environment where students feel comfortable sharing their experiences, concerns, and coping strategies with peers, thus fostering a sense of belonging and mutual understanding. In conclusion, the insights gained from this review shed light on essential considerations for adolescent mental health education. Embracing the principles and practices demonstrated in group psychoeducation and expressive arts therapy can equip adolescents with the necessary emotional tools to navigate academic challenges, foster resilience, and cultivate a positive and supportive learning

environment for their overall well-being. A thoughtful and comprehensive approach to mental health education is crucial for nurturing the mental health of adolescents and promoting their well-being.

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