

A Comparative Study Of Academic Burnout Among Undergraduates In Relation To Their Gender And Locale

Nimisha Beri^{1*}, Gagandeep Kaur²

¹Professor, School of Education, Lovely Professional University, Phagwara, Punjab

²Research Scholar, School of Education, Lovely Professional University, Phagwara, Punjab

*Correspondence Author: nimisha.16084@lpu.co.in

Abstract: Academic burnout reflects a psychological syndrome that includes emotional depletion, depersonalization, and a decreasing sense of accomplishment among individuals. It is not only confined to a particular country but it is a matter of global concern that bothers students at all levels of education. An individual is unable to focus on academic and non-academic activities or tasks and is sometimes more prone to illness or health issues due to stress and fatigue. This paper studied the comparative analysis of Academic Burnout in relation to their Gender and Locale of undergraduate students. The objectives are to study the level of academic burnout among college students and find out the difference in the academic burnout among college students with regard to their gender and locale. The sample comprised of 1320 undergraduate students of Punjab State. Tools used were The Copenhagen Burnout Inventory - Student Version. The findings of the study revealed that there does not exist significant difference in academic burnout on the basis of gender and locale among college students.

Keywords: Burnout, Academic Burnout, undergraduates, gender, locale.

1. INTRODUCTION

Burnout refers to the state of mind that occurs due to long-term stress and energy depletion that leads to a negative impact on one's work and life. In an idealistic world, no one suffers from burnout but in a realistic world, signs of burnout are increasingly prevailing among individuals day by day. It can affect any person living in our society, at any point in time. Burnout indicators vary from person to person and situation to situation. Burnout is not only confined to one occupation, it is also reflected among students at any level in the form of academic burnout. Students who undergoes academic burnout reflect signs like less involvement in classroom chores, unable to maintain presence in classroom, and less interest in lectures going on during the class Asghari et al., (2015). An individual suffering from academic burnout are more prone to illness or health issues due to stress and fatigue, he is unable to focus on academic and non-academic activities or tasks,

faces boredom and lack of interest in prevailing institutional activities, dominance of unwanted habits like nail biting, over thinking, overeating, and staying up too late, he is not able to complete their important academic tasks within prescribed time limits, lack of confidence and motivation among students while performing their institutional work. Academic burnout reflects low levels of academic engagement and academic self-efficacy Navarro-Abal(2018), poor academic performance Usan(2020).

2. OBJECTIVES

1. To study the academic burnout among first year college students.
2. To measure the difference in the academic burnout with regard to their gender and locale.

3. METHOD

A descriptive survey method was used for data collection. A study was conducted among 1320 (660 Males and 660 Females) undergraduate students of Punjab State covering Majha, Malwa and Doaba region using The Copenhagen Burnout Inventory - Student version. This scale has 16 statements. There are four dimensions that make up this inventory; there are 5 items in Personal Burnout, 4 items in Studies Related Burnout, 4 items in Instructor Related Burnout and 3 items Classmate Related Burnout.

4. RESULTS

The data were tabulated and analyzed as per the objectives formulated.

Table 1 - Descriptive Statistics of Academic Burnout

Gender	N	Mean	Std. Deviation
Male	660	39.64	8.096
Female	660	39.82	7.823
Urban	660	39.67	7.951
Rural	660	39.79	7.971
Humanities	440	38.71	7.500
Science	440	40.53	8.347
Commerce	440	39.95	7.914
Total	1320	39.73	7.958

Table 1 shows descriptive statistics of academic burnout. The male college students secured mean score as 39.64 with S.D. 8.09 where female college students secured mean score as 39.82 with S.D. 7.82. The urban college students obtained mean score as 39.67 with S.D. 7.95. The mean score of rural college students is 39.79 with S.D. 7.97. The mean score of students in humanities is 38.71 with S.D. 7.50. The mean score of students studying in science stream is 40.53 with S.D. 8.34. The mean score of students in commerce is 39.95 with S.D. 7.91. The mean score of college students in academic burnout is 39.73 with S.D. 7.95.

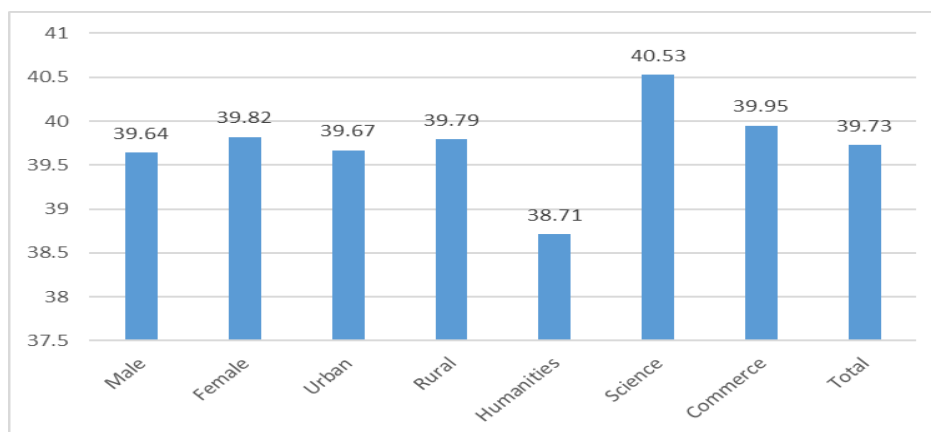


Fig. 1 - Graphical Representation of Mean Scores of Academic Burnout among Undergraduate Students in Colleges

Table 2 - Descriptive Statistics of Dimensions of Academic Burnout

	Personal Burnout		Studies Related Burnout		Classmate Related Burnout		Instructor Related Burnout	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Male	12.23	3.153	10.09	2.452	7.37	2.212	9.95	2.588
Female	12.24	3.074	10.09	2.482	7.54	2.199	9.95	2.440
Urban	12.13	3.295	10.21	2.569	7.38	2.334	9.95	2.616
Rural	12.33	2.917	9.97	2.354	7.53	2.071	9.96	2.410
Humanities	11.97	2.933	9.78	2.450	7.25	2.390	9.72	2.694
Science	12.40	3.183	10.33	2.490	7.75	2.045	10.05	2.519
Commerce	12.33	3.203	10.16	2.431	7.37	2.145	10.09	2.304
Total	12.23	3.112	10.09	2.466	7.45	2.207	9.95	2.514

Table 2 shows descriptive statistics of dimensions of Academic Burnout. The mean score on personal burnout of male college students is 12.23 with standard deviation 3.15 where female college students are 12.24 with standard deviation 3.07. The personal burnout of urban college students secured mean score as 12.13 with standard deviation 3.29. whereas personal burnout of rural college students is 12.33 with standard deviation 2.91. The mean score on personal burnout of students studying in humanities stream is 11.97 with standard deviation 2.93. The mean score on personal burnout of students studying in science stream is 12.40 with standard deviation 3.18. The score obtained on personal burnout of students studying in commerce stream is 12.33 with standard deviation 3.20. The score on personal burnout of college students on academic burnout is 12.23 with standard deviation 3.11. The mean score on study associated burnout of male college students is 10.09 with standard deviation 2.45 where of female college students is 10.09 with standard deviation 1.48. The mean score on study connected burnout of urban college students is 10.21 with standard deviation 2.56 where of rural college students is 9.97 with standard deviation 2.35. The mean score on study related burnout of students studying in humanities stream is 9.78 with standard deviation 2.45, in science stream is 10.33 with standard deviation 2.49 whereas in commerce stream is 10.16 with standard deviation 2.43. The mean score of study associated burnout of college students on academic burnout is 10.09 with standard deviation 2.46.

The mean score on classmate related burnout of male college students is 7.37 with standard deviation 2.21. The mean score on classmate related burnout of female college students is 7.54 with standard deviation 2.19. The mean score on classmate related burnout of urban college students is 7.38 with standard deviation 2.33. The mean score on classmate related burnout of rural college students is 7.53 with standard deviation 2.07. The mean score on classmate related burnout of students

studying in humanities stream is 7.25 with standard deviation 2.39. The mean score on classmate related burnout of students studying in science stream is 7.75 with standard deviation 2.04. The mean score on classmate related burnout of students studying in commerce stream is 7.37 with standard deviation 2.14. The mean score on classmate related burnout of college students on academic burnout is 7.45 with standard deviation 2.20. The mean score on instructor burnout of male college students is 9.95 with standard deviation 2.58. The mean score on instructor burnout of female college students is 9.95 with standard deviation 2.44. The mean score on instructor burnout of urban college students is 9.95 with standard deviation 2.61. The mean score on instructor burnout of rural college students is 9.96 with standard deviation 2.41. The mean score on instructor burnout of students studying in humanities stream is 9.72 with standard deviation 2.69. The mean score on instructor burnout of students studying in science stream is 10.05 with standard deviation 2.51. The mean score on instructor burnout of students studying in commerce stream is 10.09 with standard deviation 2.30. The mean score on instructor burnout of college students on academic burnout is 9.95 with standard deviation 2.51.

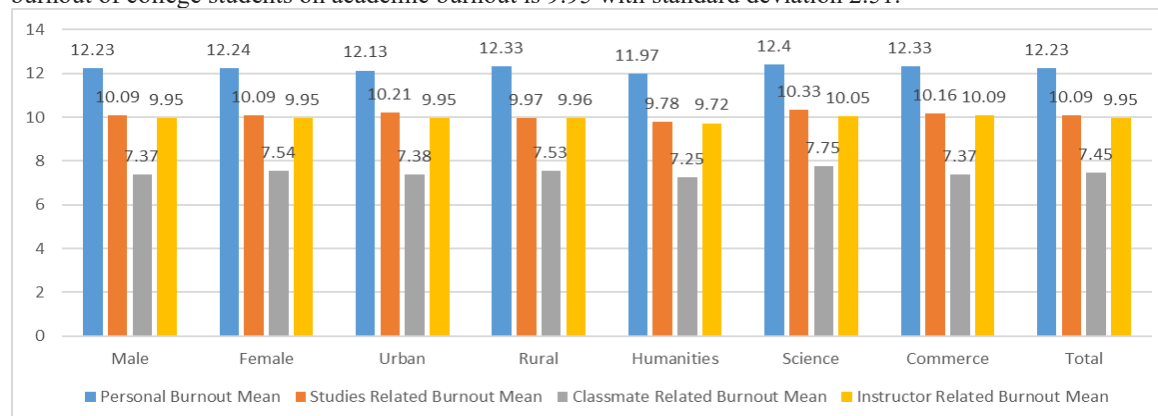


Fig. 2 - Graphical Representation of Mean Scores of Dimensions of Academic Burnout among College Students

Table 3. Frequency Distribution of Scores on Academic Burnout

	Frequency	Percent
Low	805	61.0
Average	233	17.7
Above Average	257	19.5
High	25	1.9
Total	1320	100.0

Table 3 shows frequency distribution of scores on academic burnout. Table shows that 61% college students have low academic burnout. 17.7% students studying in colleges have average academic burnout where 19.5% college students have above average academic burnout. 1.9% students in colleges have high level of academic burnout.

Table 4 - Frequency Distribution of Scores on Dimension Personal Burnout of Academic Burnout

	Frequency	Percent
Low	16	1.2
Below Average	243	18.4
Average	834	63.2
Above Average	197	14.9
High	30	2.3
Total	1320	100.0

Table 4 shows frequency distribution of scores on dimension personal burnout of academic burnout. Table shows that 1.2% college students have low level of dimension personal burnout of academic burnout. 18.4% college students have below average level of personal burnout dimension of academic burnout. 63.2% college students have average level of dimension personal burnout of academic burnout. 14.9% college students have above average level of dimension personal burnout of academic burnout. 2.3% college students have high level of dimension personal burnout of academic burnout.

Table 5 - Frequency Distribution of Scores on Dimension Study Related Burnout of Academic Burnout

	Frequency	Percent
Low	4	.3
Below Average	173	13.1
Average	885	67.0
Above Average	239	18.1
High	19	1.4
Total	1320	100.0

Table 5 shows frequency distribution of scores on dimension study related burnout of academic burnout. Table shows that 0.3% college students have low study related dimension of academic burnout. 13.1% college students have below average study related burnout dimension of academic burnout. 67.0% college students have average dimension of study related burnout of academic burnout. 18.1% college students have above average dimension of study related burnout of academic burnout. 1.4% college students have high level of dimension study related burnout of academic burnout.

Table 6 - Frequency Distribution of Scores on Dimension Classmate Related Burnout of Academic Burnout

	Frequency	Percent
Low	29	2.2
Below Average	205	15.5
Average	872	66.1
Above Average	154	11.7
High	60	4.5
Total	1320	100.0

Table 6 shows frequency distribution of scores on dimension classmate related burnout of academic burnout. Table shows that 2.2% college students have low level of dimension classmate related burnout of academic burnout. 15.5% college students have below average level of classmate related burnout dimension of academic burnout. 66.1% college students have average level of dimension classmate related burnout of academic burnout. 11.7% college students have above average level of dimension classmate related burnout of academic burnout. 4.5% college students have high level of dimension classmate related burnout of academic burnout.

Table 7 - Frequency Distribution of Scores on Dimension Instructor Related Burnout of Academic Burnout

	Frequency	Percent
Low	9	.7
Below Average	213	16.1
Average	886	67.1
Above Average	153	11.6
High	59	4.5
Total	1320	100.0

Table 7 shows frequency distribution of scores on dimension instructor related burnout of academic burnout. Table shows that 0.7% college students have low level of dimension instructor related burnout of academic burnout. 16.1% college students have below average level of instructor related burnout dimension of academic burnout. 67.1% college students have average level of dimension instructor related burnout of academic burnout. 11.6% college students have above average level of dimension instructor related burnout of academic burnout. 4.5% college students have high level of dimension instructor related burnout of academic burnout.

Table 8 - Significance of Gender Difference in Dimensions of Academic Burnout among College Students

	Gender	N	Mean	SD	SEd	T	Sig
Personal Burnout	Male	660	12.23	3.153	.171	.080	.937
	Female	660	12.24	3.074			
Studies Related Burnout	Male	660	10.09	2.452	.136	.001	1.000
	Female	660	10.09	2.482			

Classmate Related Burnout	Male	660	7.37	2.212	.121	1.422	.155
	Female	660	7.54	2.199			
Instructor Related Burnout	Male	660	9.95	2.588	.138	.044	.965
	Female	660	9.95	2.440			
Academic Burnout	Male	660	39.64	8.096	.438	.408	.683
	Female	660	39.82	7.823			

Table 8 shows mean, S.D., standard error of difference, t-values and significance level for dimensions of Academic Burnout on the basis of gender. The t-value for gender difference in dimension personal burnout of academic burnout is 0.080, which is not significant. It means significant difference does not exists in dimension personal burnout of academic burnout on the basis of gender. The t-value for gender difference in dimension Studies Related Burnout of academic burnout is 0.001. It means significant difference does not exists in dimension Studies Related Burnout of academic burnout on the basis of gender. The t-value for gender difference in dimension Classmate Related Burnout of academic burnout is 1.42. It means no significant difference in dimension Classmate Related Burnout of academic burnout exists in terms of gender. The t-value for gender difference in dimension Instructor Related Burnout of academic burnout is 0.044. It means significant difference does not exists in dimension Instructor Related Burnout of academic burnout among male and female students in the college.

The t-value for gender difference in academic burnout is 0.408, which is not significant. It means significant difference does not exists in academic burnout. on the basis of gender.

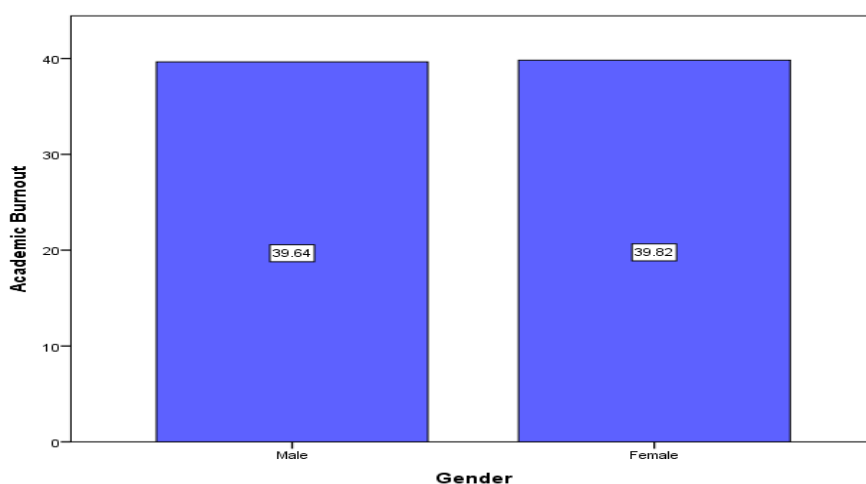


Fig. 3 - Graphical Representation of Mean Scores of Academic Burnout on the Basis Of Gender

Table 9 - Significance of Location Difference in Dimensions of Academic Burnout among Undergraduate Students in Colleges

	Location	N	Mean	Std. Deviation	SEd	T	Sig
Personal Burnout	Urban	660	12.13	3.295	.171	1.194	.233
	Rural	660	12.33	2.917			
Studies Related Burnout	Urban	660	10.21	2.569	.136	1.810	.071
	Rural	660	9.97	2.354			
Classmate Related Burnout	Urban	660	7.38	2.334	.121	1.223	.222
	Rural	660	7.53	2.071			
Instructor Related Burnout	Urban	660	9.95	2.616	.138	.066	.948
	Rural	660	9.96	2.410			
Academic Burnout	Urban	660	39.67	7.951	.438	-.270	.787
	Rural	660	39.79	7.971			

Table 9 shows mean, S.D., standard error of difference, t-values and significance level of dimensions of Academic Burnout on the basis of location of residence. The t-value for location of residence difference in dimension personal burnout of academic burnout is 1.19. It means significant difference does not exists in dimension personal burnout of academic burnout of urban and rural college students. The t-value for location of residence difference in dimension Studies Related Burnout of academic burnout is 1.81, which means no significant difference exists in dimension Studies Related Burnout of academic burnout of urban and rural college students. The t-value for location of residence difference in dimension Classmate Related Burnout of academic burnout is 1.22. It means significant difference does not exists in dimension Classmate Related Burnout of academic burnout of urban and rural college students. The t-value for location of residence difference in dimension Instructor Related Burnout of academic burnout is 0.066, means significant difference does not exists in dimension Instructor Related Burnout of academic burnout of urban and rural college students. The t-value for location difference in academic burnout is 0.270. It means no significant difference exists in academic burnout of urban and rural college students.

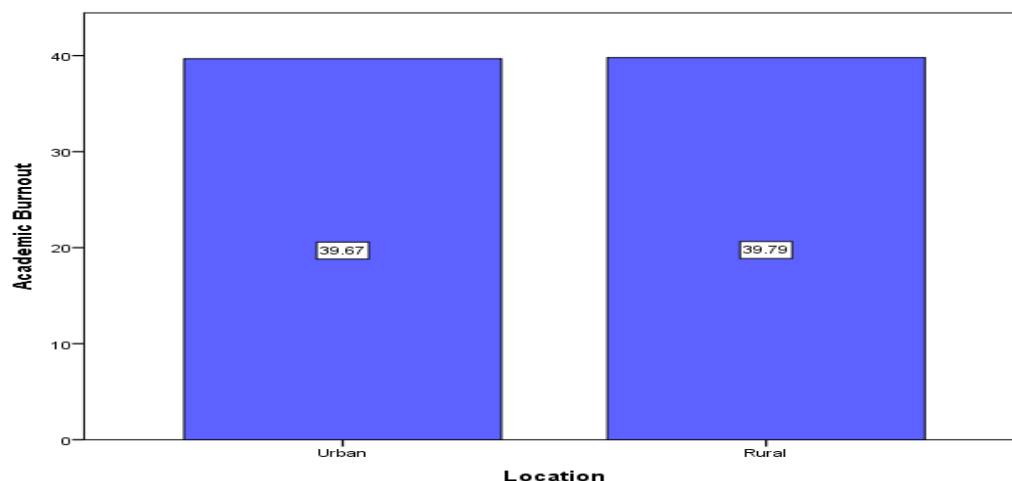


Fig. 4 - Graphical Representation of Mean Scores of Academic Burnout on the Basis of Location

5. CONCLUSION

It was found that those 61% college students have low academic burnout. 17.7% students studying in colleges have average academic burnout. 19.5% students in colleges have above average academic burnout. 1.9% undergraduates in colleges have high level of academic burnout. No significant difference exists in academic burnout among college students on the basis of gender. Moreover there does not exist significant difference in academic burnout of urban and rural college students. Among female students, it was found burnout level was higher than that of males Munko (2017) Vinter(2020) where male students are more prone to burnout than female students Liu et. al. (2023). However, Ogbueghu (2019) found no significant mean difference among male and female undergraduate students.

REFERENCES

1. Asghari, S.M. Saadati, A. Ghodsi, & F. AzizFard, Review the academic burnout and Its Relationship with Self-Esteem in Students of Medical Sciences University at Neyshabour. *Scholars Journal of Applied Medical Sciences*, 3(9C) 3329-3334. (2015)
2. De Rosa, S. Parrello, & M. Sommantico, Reviving Hope. The Psycho-educative Intervention of Maestri di Strada. *Connexions*, 107 (1), 181-195. (2017) <https://doi.org/10.3917/cnx.107.0181>
3. E. Ghadampour, A. Farhadi, F. Naghibeiranvand The relationship among academic burnout, academic engagement and performance of students of Lorestan University of Medical Sciences. *Research in Medical Education*, 8(2) 60-68. (2016) doi: [10.18869/acadpub.rme.8.2.60](https://doi.org/10.18869/acadpub.rme.8.2.60)
4. J. Campos, M. Carlotto, & J. Maroco, Copenhagen Burnout Inventory - Student Version: Adaptation and Transcultural Validation for Portugal and Brazil. *Psicologia: Reflexão e Crítica*. 26. 87-97. (2012).

5. 10.1590/S0102-79722013000100010.
6. K. Vinter, K. Aus, & G. Arro Adolescent girls' and boys' academic burnout and its associations with cognitive emotion regulation strategies. *Educational Psychology*, 1–18. (2020). doi:10.1080/01443410.2020.1855631
7. L.N. Dyrbye, C.P. West, D. Satele, S. Boone, L. Tan, J. Sloan, et al Burnout among U.S. medical students, residents, and early career physicians relative to the general U.S. population. *Academic Medicine*, 89(3), 443-51.(2014) .doi:10.1097/acm.0000000000000134
8. P. Usán, C. Salavera, J. Mejías, Relaciones entre la inteligencia emocional, el burnout académico y el rendimiento en adolescentes escolares. *CES Psicol*, 13, 125–139. (2020)
9. S. Kahill Symptoms of professional burnout: A review of the empirical evidence. *Canadian Psychology / Psychologie Canadienne*, 29(3), 284-297 (1988). doi.org/10.1037/h0079772
10. S. N. Ogbueghu, Gender differences in academic burnout among economics education student. *Global Journal of Health Science*.11(14) , 52-57. (2019)
11. Y. Munko, Academic burnout among high-school students in Kazakhstan: The protective role of personality and academic motivation. Master of Science in Educational Leadership Nazarbayev University Graduate School of Education. (2017)
12. Y. Navarro-Abal, J. Gómez-Salgado, M.J. López-López, J.A. Clement-Rodríguez, Organizational Justice, Burnout, and Engagement in University Students: A Comparison between Stressful Aspects of Labor and University Organization. *International Journal of Environmental Research and Public Health*, 15, 2116. (2018)
13. Y. Zhang, Y. Gan, H. Cham, Perfectionism, Academic Burnout and Engagement among Chinese college students: A structural equation modeling analysis. *Personality and Individual Differences*.43(6):1529-1540. (2007).
14. Z. Liu, Y. Xie, Z. Sun, D. Liu, H. Yin, & L. Shi Factors associated with academic burnout and its prevalence among university students: a cross-sectional study. *BMC medical education*, 23(1), 317. (2023). <https://doi.org/10.1186/s12909-023-04316-y>