

Impact of Student's Burnout on Academic Performance/Achievement

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Abstract

The purpose of this paper is to examine that how different factors cause the academic burnout in students and affect their academic performance/CGPAs. The study was conducted on the population of all the master students of Islamia University Bahawalpur with the sample size of 361 respondents to analyze the influence of academic burnout factors i.e. emotional exhaustion, cynicism and academic inefficacy on the CGPAs of master students. For this purpose, different techniques were used in this study like Cronbach's Alpha, Multicollinearity, correlation and regression analysis with the help of SPSS 16. The independent variable was 'academic burnout' with 3 factors i.e. emotional exhaustion, cynicism and academic inefficacy and the dependent variable was student's 'academic performance' that was measured by cumulative grade point averages (CGPAs). The study ensures that there is a significant and negative relationship of emotional exhaustion and cynicism with student's performance. But an insignificant and negative relationship between academic inefficacy and performance of students. The findings suggest that increase in the level of burnout in students decrease the student's learning and performance. It affects poorly on the health of students as well. It enables us to analyze the relationship that exist between academic burnout and student's academic grades. This research significantly enriches the knowledge about burnout and provides significant results that can be used by other researchers, practioners and scholars.

Key words: Academic burnout, academic inefficacy, cynicism, emotional exhaustion, academic grades/performance.

Introduction:

Background

Students are the essential part of institutes and the progress of institutes depends on them, similarly, they mainly contribute in the prosperity of the country. But now-a-days students are suffering from many problems in their institutes, due to the burden of work and technological changes they are getting stressed and facing burnout syndrome. Performance is the sum of abilities, motivation and opportunities (Shah, *et al.*, 2011). Academic performance is described as the academic grades and performance of students in exams (Martha, 2005). So, Performance reduces when students faced burnout syndrome. In this study student's performance will be measured in terms of CGPAs.

In the last few decades many studies have been conducted on this phenomenon because burnout disorder is becoming the important societal dilemma, so, the interest on this issue is getting attention day by day (Bonini, *et al.*, 2013). Fradelos, *et al.*, (2014) defined burnout as a physical, emotional and psychological disorder and illness that can occur when work is psychologically very challenging and also requires continuing efforts, participation and contribution from a particular person. Maslach and Jackson (1981) firstly described the dimensions of burnout according to them emotional exhaustion, personal accomplishment and depersonalization are the main factors and elements of burnout.

Tsigilis, Zournatzi and Koustelios, (2011) said that the people who are facing the burnout problems are more likely to engage in absenteeism, less self confidence, low satisfaction to their work and turnover intentions. So, the burnout syndrome has become a critical issue for students and institutes because it directly effects the well-being of students and then it reduces the performance of them.

Gap:

There are many studies on burnout and performance but many of them have some gaps in them. Zhang, Klassen and Wang (2013) did research on academic burnout and motivation, they found that when academic burnout increases then motivation level decreases in students. Tsigilis, Zournatzi and Koustelios (2011) conducted a research on burnout among physical education teachers in schools, they specifically conducted research on physical education teachers, and studied three main components of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment.

So, this study will particularly discuss the effect of students burnout on their performance and learning, while previous studies have neglected this issue, some studies just have discussed the causes and reasons of students burnout and did not check its relationship on their academic performance. Similarly, many researchers have ignored the issue of student's burnout and just focused on the teacher's burnout and performance, so, this paper will try to fill the gap.

Purpose:

The purpose of this study is to explore the causes of student's burnout and how burnout affects on their academic achievement, learning and performance. In many institutes (universities, colleges and schools) students are being affected by burnout and causes of burnout that are resulting in the form of lower confidence, learning and poor academic performance.

Scope:

The study is conducted on the students of Islamia University Bahawalpur, so, it will give the detailed information to management, students and teachers of IUB about academic burnout syndrome.

Significance:

The study will examine the effect of academic burnout on the performance and academic achievement of students in Pakistan's context. This paper will be useful for the academic sector of Pakistan for making their teaching environment healthy, comfortable and more responsive for their students due to which the efficiency and

motivation level of them will increase, so, their performance and achievement will also enhance.

Objectives:

- To determine the effect of burnout on the performance of students at IUB.
- To measure the level of burnout on the students of IUB.
- To find out the relationship between burnout and the academic achievement of students.

Literature Review:

Yusuf (2002) states that student's academic performance in terms of education can be define as, the measureable, assessable and observable actions of students in a specific condition like students' scores in examination (midterm, first term etc.). And he also defined achievement of students as, the completion and accomplishment of something like educational goals by hard work and efforts. He also stated that academic performance of students controls the academic achievement.

Maslach and Jackson (1981) defined burnout as, "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (p. 99).

Karabay, Tezergil and Köse (2014) said that burnout syndrome among people mainly caused by work related stressors, they said that due to stress people face burnout problems at work and then these factors cause harmful results and reduce the performance of people at their work. And then organizations bear some considerable costs because of the low productivity and poor performance of employees.

Nikodijević, Labrović, and Đoković (2012) conducted a research on students of management and IT in Serbia and found that students of management and IT are extensively facing burnout risk, 50% students in Serbia have burnout risk and 20% students have high level of burnout risk in them that have an adverse impact on their GPAs according to results students with good GPAs have low level of burnout and the students who have low grade points face high level of burnout in them. So, grade points

and burnout have an influential relationship with each other. As (Kutsal and Bilge, 2012) states that burnout phenomenon reduces the level of students' engagement to their work, assignments and studies.

Kutsal and Bilge (2012) states that the younger students of schools face continuing stress and burnout because their instructors and parents demand good grades (due to workload, projects, assignments, tests) and the sense of fulfilling those expectations leads to burnout and stress in them. Rostami, *et al.*, (2013) stated in their research that the students that experience burnout related to their studies are less concentrated and give small attention to their education due to which they have more chances to be successful in their studies as compared to their classfellows who do not face burnout and are mentally and psychologically fit.

Maslach and Jackson (1981) presented three dimensions of burnout, that are, 1) emotional exhaustion 2) depersonalization or cynicism 3) and personal accomplishment. Depersonalization and emotional exhaustion are the main products of stress that people face on their work environment and also have negative results on people performance (Karabay, Tezergil, and Köse, 2014)

Emotional Exhaustion:

According to (Portoghese, *et al.*, 2014) exhaustion related to stress that a person experiences, exhaustion reduces the physical and emotional resources of that person subsequently. Maslach and Jackson (1981) also states that it is the major element of burnout. Emotional exhaustion is the demand of work situation or environment that lowers the ability of a person to work with other people (Thomas, Kohli and Choi, 2014). Emotional exhaustion reduces the ability of a person (like student, employees, teachers) to interact with other people and to fulfill their desires and demands. Leiter & Maslach (1988) states that burnout syndrome begins with emotional exhaustion, it is the first component of burnout and then it leads to depersonalization and then due to exhausted people businesses do not succeed and fail. The people who usually try to accomplish the demands and responsibilities of their families face fatigue, tiredness and exhaustion at their work (Akgunduz, Bardakoglu and Alkan, 2015). According to the research (Atalayin, *et al.*, 2015) conducted on dental students of Turkey, almost 22% students of

dental education are suffering from emotional exhaustion so, the students that are emotionally exhausted do not have good grades in their studies.

Cynicism:

Tabatabaei & Bigdelli (2015) said that cynicism occurs when people behave immorally in the society and this behavior considers as a normal behavior. In other words cynicism arises when people show negative behavior towards their tasks, work, jobs, society and people, so, it is a negative term. Kaya, Ergün and Kesen (2014) said that to become negative, distrustful, cynical and unenthusiastic for other people and objects is cynicism, as it is showing negative attitude towards institute or organization therefore it unable the people and institutes to achieve their objectives and goals.

Atalayin, *et al.*, (2015) concluded that cynicism directly effects on the academic satisfaction of students and indirectly effects on their academic achievement, their results show that almost 17% preclinical dental students of Turkey are suffering from cynicism.

Academic self-inefficacy

Academic efficacy could be describe as, with the help of motivation and engagement, students' abilities to discover the opportunities and to find out barriers in the way of getting those opportunities. The academic efficacy increases academic performance in the presence of academic engagement (Oriol, *et al.*, 2016). A reserch was conducted on the dental students of Turkey (Atalayin, *et al.*, 2015) whiach reveals that almost 18% dental students are experiencing reduced academic efficacy in the Turkey.

Al-Alwan and Mahasneh (2014) states that self efficacy of teachers have an influential result on the students, when teachers provide comfortable environment then students have more confidence and show positive attitude towards their studies which leads to high academic performance and achievement.

Hypothesis:

H1: There is a significant relationship between emotional exhaustion and student's CGPAs.

H2: There is a significant relationship between cynicism and students grades.

H3: There is a significant relationship between academic self efficacy and CGPAs of students.

Conceptual Framework

Independent Variable

Burnout Factors

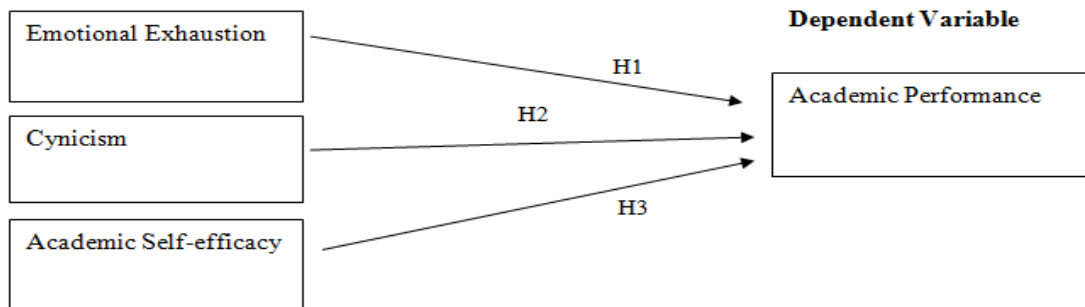


Figure 1 Conceptual Model

Methodology

The aim of this study is to check the association of the students academic burnout on the academic performance (CGPA) of the students of Master programmes of Islamia University Bahawalpur.

Research Design

This study is primary data based. This research is descriptive in nature. Quantitative data collection method is used in this research.

Population

The population of this study comprised all the students of Master programmes at Islamia University Bahawalpur.

Sample

The sample of this research consists of 361 respondents. The respondents were from Islamia University Bahawalpur. Due to limitation of time convenient sampling technique was used to gather the data.

Research Instrument

Maslach Burnout Inventory Student Survey (MBI-SS) that was designed by (Schaufeli, *et al.*, 2002) was adopted to measure the student's academic burnout factors in IUB. There were total 15 items in questionnaire 5 items for emotional exhaustion 4 items for cynicism and 6 items for academic efficacy. Five likert scale was used in questionnaire. Structured questionnaire was used to collect the data. Academic achievement was measured by using student's cumulative grade point averages (CGPAs).

Data Analysis

For the analysis of data SPSS 16 software is used in this study. Chronbach Alpha, multi collinearity, regression analysis and correlation analysis tests are used to analyze the data.

Response Rate:

361 questionnaire were circulated in the students of Master programmes of IUB from which 218 questionnaires were received. So, the response rate for this study is 60.3%.

Questionnaire delivered	Questionnaire received	Response Rate
361	218	60%

Results and Discussion:

Following tests are conducted to check the relationship of burnout and achievement. Interpretation for analysis of data is given below:

Reliability:

Reliability analysis is used to make sure the consistency and reliability of the instrument.

Reliability Statistics	
Cronbach's Alpha	N of Items
.747	16

The value of cronbach Alpha is 0.747 that shows that instrument is reliable and consistent with items. So, other tests can be apply on this instrument and we can investigate the results confidently as instrument is reliable.

Multicollinearity:

To check that there is correlation exist among independent variables Multicollinearity test is used. For this purpose VIF and Tolerance are used. For this study the values of VIF and Tolerance are given below:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.992	.379		7.893	.000		
Cynicism	-.289	.101	-.230	-2.869	.005	.676	1.480
Academic self efficacy	-.018	.092	-.013	-.199	.842	.981	1.020
EE	-.072	.103	-.056	-.699	.485	.682	1.465

a. Dependent Variable: Cumulative Grade Point Avg

Multicollinearity exists if VIF will be above to 5 and if Tolerance will be nearer to 0. The above table shows the values of VIF for 3 independent variables that are cynicism (1.48), academic self efficacy (1.02), emotional exhaustion (1.465) that are lower than 5 and the values of Tolerance are nearer to 1 as cynicism (0.676), academic self efficacy (0.981) and emotional exhaustion (0.485). Which shows that there is no Multicollinearity among the variables.

Correlation:

To measure the relationship between variables, and to check the direction and strength of variables correlation analysis is used.

Correlations

		Cynicism	Academic self efficacy	Emotional Exhaustion	Cummulative Grade Point Avg
Cynicism	Pearson Correlation	1	.137 [*]	.563 ^{**}	-.263 ^{**}
	Sig. (2-tailed)		.043	.000	.000
	N	218	218	218	218
Academic self efficacy	Pearson Correlation	.137 [*]	1	.094	-.050
	Sig. (2-tailed)	.043		.166	.463
	N	218	218	218	218
Emotional Exhaustion	Pearson Correlation	.563 ^{**}	.094	1	-.186 ^{**}
	Sig. (2-tailed)	.000	.166		.006
	N	218	218	218	218
Cummulative Grade Point Avg	Pearson Correlation	-.263 ^{**}	-.050	-.186 ^{**}	1
	Sig. (2-tailed)	.000	.463	.006	
	N	218	218	218	218

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The above table shows that there is a negative correlation of all three independent variables with dependent variable. Results shows that there is a negative but weak relationship between cynicism and cumulative grade point averages as $r(218) = -0.263$ that means if cynicism increases then students performance decreases and hypothesis is accepted as p value is 0.00 that is lower than 0.05. Similarly the relationship between the academic inefficacy and CGPAs is also negative and weak as $r(218) = -0.05$ but hypothesis is rejected because p value is greater than 0.05 as it is 0.463. The third independent variable is also negatively and weakly correlated with cumulative grade point averages as $r(218) = -0.186$. That means if emotional exhaustion increases in students then their performance decreases. Hypothesis is accepted as p value is 0.006 that is lower than 0.05.

Regression

Regression analysis is used to check the variation in dependent variable due to independent variables. The table shows the results;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.268 ^a	.072	.059	.92353

a. Predictors: (Constant), Emotional Exhaustion, Academic self efficacy, Cynicism

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.068	3	4.689	5.498	.001 ^a
	Residual	182.524	214	.853		
	Total	196.592	217			

a. Predictors: (Constant), Emotional Exhaustion, Academic self efficacy, Cynicism

b. Dependent Variable: Cumulative Grade Point Avg

The model summary tabel shows that R square is 0.072 that describes that there is 7% variation in academic achievement of master programme students due to students burnout factors at IUB. F value is 5.498 which shows the fitness of our model and p value is <0.05 ($p=0.001$) which shows that model is significantly fit.

Conclusion:

The objective of this study is to identify the students burnout level in Master programme students at Islamia University Bahawalpur and the relationship of student burnout factors (cynicism, emotional exhaustion and academic self efficacy) on student's academic performance. Academic performance was observed as CGPAs.

The association of cynicism and emotional exhaustion with CGPA is negative, weak and significant. The relationship between academic inefficacy and academic achivement is negative, weak but insignificant. So, we can say that student burnout factors are negatively correlated with students CGPAs or performance, as academic burnout increases in students it leads to serious consequences and the performance of students decreases. Because when students are mentally unhealthy then they give lower performance. It can also be concluded that master students of IUB are mentally unhealthy due to the pressure for assignments, presentations, projects etc. this pressure leads to frustation and they become emotionally exhasted and inefficient which lowers their performance. Once students become emotionally exhausted then they behave negatively and show negative attitudes towards their institutes, tasks and projects this negative attitude leads towards dissatisfied performance and bad grades. From the analysis we can clearly say that students of IUB are more cynical and emotionally exhausted that lower their performance and academic grades.

Limitations:

Firstly, the variables which effect student's academic performance due to burnout were limited, hence, these variables could not be revealed broadly, whereas there are also many other factors that causes student's burnout and influence the performance/grades of students.

Secondly, the study is only conducted on Islamia University Bahawalpur because it was very time consuming to gather data from all the Universities of Pakistan. So, it is only limited in IUB. Thirdly, due to shortage of time researcher used convenient sampling technique so, different sampling techniques can be used in further studies.

Fourthly, this study is only bounded to the Islamia University Bahawalpur; there may be a difference in cultures and climates of learning environment in other Universities.

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