

Literature Review of Academic Burnout

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ABSTRACT: This literature review study is motivated by a phenomenon that shows that students are very vulnerable to experiencing academic burnout. The purpose of this article is to review academic burnout research, to find out the definition of academic burnout and the factors that influence it. The review in this article is carried out on 18 research results from international journals starting in 2017-2020. The results of the review show that most academic burnouts are influenced by internal or personal factors. That's because personal factors focus more on the characteristics that exist in individuals. External factors focus on the environmental conditions of the organization or around and the workload.

Keywords: Academic burnout, university students

I. INTRODUCTION

Students who study in tertiary institutions will face various demands that require them to be able to adapt to an education system, learning method, and social environment that is different from the previous educational environment in high school. Students are expected to be able to face the various challenges that exist, including in completing lecture assignments. Students who are not able to deal with various lecture problems and academic demands make them prone to stress and then burnout.

Pines & Aronso [1] describe burnout as a condition in which a person experiences emotional conditions, such as feeling tired and physically exhausted as a result of increased demands on tasks. Several previous studies have been conducted regarding burnout among adults in stressful work situations. Schaufeli, Martinez, Pinto, Salanova, and Backer [2] stated that burnout was initially assumed to only occur in the profession in the world of work, but recently has expanded to all domains of activity, including in the world of education, which is commonly referred to as academic burnout.

Academic burnout is a condition where students feel tired due to academic demands, reduced interest in lectures, feel pessimistic, and have feelings of inadequacy and incompetence as students [2]. Academic burnout can occur due to activities that are carried out the same every day, where such conditions are not only experienced by high school students but are starting to spread among university students. A study conducted by Schaufeli et al. [2] showed that among 1661 undergraduate students from Spain, Portugal, and the Netherlands experienced burnout which was inversely related to engagement and performance at university, regardless of country of origin.

According to several studies, chronic and unhealthy levels of stress occur among college-aged students. Based on a survey conducted by the American Psychological Association [3] in August 2020, shows that most adults experience stress (whether during the pandemic or not), those who experience the highest stress levels are in the age range of 18-23 years. In America, nearly 90% of this age group report that education is a significant source of stress. However, the current pandemic conditions further strengthen the assumption that this condition further triggers student stress levels.

As previously mentioned, fatigue in adults increases the risk of mental disorders such as depression, low self-esteem, and a higher risk of suicide. In addition, this disorder is also very common in adolescents [4]-[6]. Given the importance of this disorder in adolescents and adults, this article can be useful in finding solutions or recommendations to reduce academic burnout that occurs in students. In addition, researchers are interested in studying more deeply related to the factors that influence academic burnout through literature reviews from international research journals in 2017-2020.

II. METHOD

The method used in this study is a literature study, which is one of the research methods that prioritize library research by providing a framework related to new findings and previous findings. The aim is to identify indications of progress or not from the results of a study through comprehensive research and interpretation of the literature related to a particular topic in which to identify research questions by searching and analyzing relevant literature using a systematic approach [7].

The literature in this article uses international research journals from 2017-2020 which were collected through several websites such as 1. www.sciencedirect.com; 2. www.sagepub.com; 3. www.tandfonline.com; 4. www.researchgate.com and 5. www.apa.org. The criteria used as a requirement for the journal to be reviewed are discussing academic burnout for high school students and university students.

III. RESULT

After collecting literature by the criteria, researchers obtained 18 research journals that will be used in the review. The following is a summary table of journal research results which aims to make it easier for readers to provide an overview related to research results from the literature that has been obtained. Furthermore, the researcher will conduct a discussion related to the results of the research from the literature that has been obtained.

Table 1. Predictor Variables of Burnout

NO	AUTHOR	PREDICTOR VARIABLE	SUBJECT
1	Bai et al. (2020)	Mother phubbing Mental health	2996 teenagers in high school
2	Bikar, Marziyeh& Purghaz (2018).	Gender	Students in high school
3	Chae, Cloninger& Lee (2020)	Personality	Medical students
4	Cheung& Li (2019)	Physical activity Mental toughness	Students in high school
5	Cooper, Seibert, May, Fitzgerald& Fincham, F. D. (2017)	Emotional Dysregulation Self-control	University students
6	Lee, Choi, & Chae (2017)	Personality traits	Medical students
7	Lee, Lee, Lee & Lee (2020)	Motivation style	Students in high school
8	Liu, Yao& Li (2020)	Achievement goal profile	Students
9	Luo, Zhang& Chen (2020)	Family environment (conflict and closeness) Self-control	Students in junior high school
10	Moghadam, Abbasi, & Khoshnodifar (2020)	Workload Job expectations Achievement motivation	University students
11	Mostafavian, Farajpour, Ashkezari& Shaye (2018)	Age, marital status, side job, education level.	Medical students
12	Sorkkila, Aunola & Ryba(2017).	The role of individual and parental expectations	Students athlete
13	Supervia, & Bordas (2020)	Task orientation	Students
14	Supervia, Bordas& Melero (2019)	Emotional intelligence Academic engagement	Students
15	Supervia, Bordas& Melero (2020)	Emotional intelligence Goal orientation	Students in high school Spanyol
16	Widlund, Tuominen, Tapola& Korhonen (2020)	Motivation beliefs Gender	Students in junior high school
17	Xu, An, Ding, Yuan, Zhuang& Goh (2017)	Dispositional attention Negative post-traumatic beliefs	Teenagers in Tionghoa
18	Yaghoobi, Mokhtaran& Mohammadzadeh(2019)	Cognitive style Resilience	Students in senior high school

IV. DISCUSSION

PERSONAL FACTOR

Demographic Factors and Academic Burnout

Demographic factors include gender, age, education level, marital status, and ethnicity of an individual. Bikar, Marziyeh & Purgaz [8] explain that gender has a negative effect on academic burnout. Male students tend to have high academic burnout even though there is no significant difference between male and female students.

The results of this study are in accordance with the research conducted by Mostafavian et al. [9] which shows that males are more likely to have high academic dissatisfaction. However, the results generally show that there is no significant relationship between age, marital status, having a side job, and education level with academic burnout.

The less significant relationship between age and academic burnout is related to the small age range of the subjects. Regarding the relationship between work and academic burnout and its aspects, the results of this study prove that there is no significant relationship. This difference can be attributed to the fact, that a small proportion of the subjects had different occupations. This study showed, there was no significant relationship between education degree and academic burnout. This difference can be attributed to the fact that different levels of education were focused on in the two studies.

Widlund, Tuominen, Tapola, and Korhonen [10] state that there are differences in motivational beliefs (self-concept and interests) between male and female students that affect academic burnout. Performance in both domains is related to girls' educational aspirations, but only mathematics is associated with aspirations for male students. A positive association of girls' motivational beliefs was also found, but their reading self-concept was negatively related to their math-related job aspirations. For boys, only math-related motivational beliefs were associated with their aspirations.

Personality Characteristics and Academic Burnout

Individual personalities are also included in internal factors that can affect academic burnout. Several personality traits have a high risk of experiencing academic burnout. One of them is temperament and individual characteristics such as excessive danger avoidance, low self-direction, and cooperation [11] Students who experience academic burnout with a high category are prone to psychopathology which is indicated by a personality that often avoids danger (too careful, anxious, exhausted) and has very low self-direction. In the moderate category, they tend to have a personality to avoid danger, self-direction, and low cooperation. Meanwhile, students in the low academic burnout category looked tough and had personalities that did not avoid danger (optimistic, energetic, flexible), self-respect (mature, purposeful, resourceful), and good cooperation. Lee, Choi & Chae [12] also explained that temperament personalities and personality characteristics of the high, medium, low in the burnout category were significantly different. Higher danger avoidance temperament and lower self-direction and cooperative character predict student academic burnout.

Bai et al. [13] explained that the personality types agreeableness and neuroticism play an important role in students' academic burnout. Agreeableness and neuroticism types are considered important personality traits in dealing with stress. Individuals with good agreeableness tend to have pleasant character and are more sensitive to interpersonal relationships. Individuals who have high levels of agreeableness expect to be treated as they treat other people. When the individual gets less attention (especially) from his mother, he will feel disappointed which can have an impact on mental health. Poor mental health will easily experience academic fatigue, especially if the individual has a neuroticism personality that is prone to stress so that it is easy to burnout.

Resilience, Mental Toughness, and Academic Burnout

Most individuals who experience academic fatigue have poor psychological conditions. In addition to mental health, mental toughness and psychological resilience also affect academic fatigue. An increase in burnout symptoms was observed with low levels of mental toughness and was found in student-athletes with high-stress levels [14]. Individuals with a high level of mental toughness are characterized by individuals who can survive during adversity and demonstrate the ability to cope with change. Individuals will perceive the stimulus that appears as a challenge rather than a threat. In student-athletes, students' mental toughness can reduce academic fatigue even though the characteristics of burnout that occur vary from person to person.

Mental toughness is not only limited to psychological resilience. Psychological resilience is an individual's ability to adapt and survive difficult situations. The individual's ability to deal with academic pressure or stress can minimize someone experiencing burnout. Individuals show resilience when they face the demands of a difficult task, then the individual will rise and overcome it easily. Resilience is not a rare ability, but it can be acquired and developed by almost anyone. This is because resilience describes a process more than a trait [15].

Cognitive Style, Motivation and Academic Burnout

The individual cognitive style also plays an important role in the emergence of academic burnout. Cognitive style is a learning method for processing learning information, whereby applying a cognitive learning style, student involvement will increase motivation and interest in lessons [15].

Motivational style plays an important role in academic burnout. Lee et al. [16] formed three research groups with different motivational styles. The results showed that the first group, namely the “depressed” group, experienced burnout in all five aspects, while the “functioning” group consisted of students who did not burn out and were able to perform well academically. Depressed students tend to have low internal motivation. They cannot find meaning in their studies. The second group was Laissez-Faire, who had high levels of cynicism and antipathy, and low levels of burnout, ineffectiveness, and anxiety. The third group is struggling, where this unique group represents the dark side of Korean education caused by academic aspirations that are too hot. Students will try hard to do something when other people make it difficult for them to succeed. Students who have difficulty in doing assignments will put more effort into their studies despite facing academic difficulties. These students represented a surprising profile as they still had good attitudes towards their academic work despite high levels of burnout, ineffectiveness, and anxiety.

Moghadam, Abbasi & Khoshnodifar [17] explained that motivated students do not easily experience burnout because they participate in class activities with more interest, effort, perseverance, and confidence in their ability to do homework. Motivation can be effectively created by the relationship between teachers and students.

In addition, motivational factors in mathematics and reading were associated with the degree of education desired by girls, whereas beliefs related to mathematics education were more important for boys. Boys' job aspirations related to mathematics and reading education were all directly predicted by their interest in mathematics and indirectly by their mathematical self-concept [10].

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Emotional Intelligence, Academic Engagement, Goal Orientation, and Burnout

Individuals who have emotional intelligence and good academic engagement are not prone to experiencing academic burnout. Students who study with high enthusiasm and dedication will pay a lot of attention and display clear and well-regulated emotions so that they will tend to have good academic performance [18].

However, academic burnout and goal orientation can also cause academic performance to decline. Goal orientation is divided into two, namely task orientation and ego orientation. Task-oriented students showed higher levels of emotional intelligence and lower academic burnout. Meanwhile, ego-oriented students showed higher levels of academic burnout and lower levels of emotional intelligence. Lack of motivation in doing assignments causes academic burnout, so good emotional intelligence is needed to prevent fatigue/cynicism [19].

The results of Supervia, Bordas, and Melero's [18] research show that task-oriented students learn on the premise that academic success comes from effort, interest, and motivation. This is certainly related to self-

confidence and better academic performance results so that students do not experience burnout. Ego orientation is not always related to academic burnout because high cognitive skills can help students to choose different parts of the two types of goal orientation (task and ego) to carry out their academic tasks.

Cooper et al. [20] explain that emotional intelligence is closely related to emotional dysregulation. The results of the research that have been carried out show that emotional dysregulation is another potential consequence of academic burnout that can also cause dysregulation. Emotional dysregulation is important to investigate because it puts individuals at risk for many adverse outcomes including poor psychological well-being, physical health, and aggression.

Academic burnout also causes a decrease in learning involvement and increases anxiety in exams which is seen from the type of profile of the achievement goals. Liu, Yao & Li [21] explain that the achievement goal profile is divided into five different types, namely all labeled high, all moderate, all low, mastery-oriented, and approach-oriented. The majority of students in the study belong to a high profile of goals. This is because the learning environment in China is very competitive and cruel. Such a learning environment causes adolescent students to be concerned about academic performance, strive for success or avoid failing on examinations, and consequently pursue high-performance goals. On the other hand, the Chinese were heavily influenced by the Confucian culture which emphasized the importance of education and effort. Furthermore, education and school authorities in China have highlighted the role of mastery of knowledge and skills in the development of comprehensive quality for students. All of these can increase the meaningfulness of learning for students and can further promote their support of mastery goals.

The mastery-oriented profile is different from other profiles in learning engagement and exam anxiety. Specifically, compared with mastery-oriented students, students with low and moderate multiple-goal profiles showed lower learning engagement through higher cynicism, lower self-efficacy, greater test anxiety through lower self-efficacy, and greater emotion. High-profile students reported more emotional exhaustion and higher exam anxiety. The difference between the mastery-oriented profile and the approach profile is lower cynicism and higher self-efficacy which is then associated with learning engagement. Some researchers argue that the performance approach goals can carry long-term risks, such as undermining mastery goals, giving rise to performance-avoidance goals, and exacerbating negative influences [21].

Self Confidence and Academic Burnout

Self-control is the ability to inhibit impulsive behavioral and emotional responses directly to stress. Self-control is a potential intervention point that can counteract the harmful effects of academic burnout. In particular, the self-regulatory power model of self-control views self-control as a muscle that can be strengthened through the exercise of self-control. Individuals with low dispositional self-control, relatively high self-control will have fewer resources to inhibit impulsive behavior resulting from academic burnout [20].

When faced with academic challenges, students with higher levels of self-control can control their thoughts, emotions, and behavior to resist temptation, and focus on learning to achieve better results. Their motivation for success is stronger, and they have fewer problems with academic burnout. In contrast to students who can practice self-control, students with lower levels of self-control tend to have a weaker ability to control their own words and actions and focus less. They are more likely to be attracted by outside distractions that reduce their learning efficiency, leading to a lack of motivation for achievement. These people may have a wrong perception of their abilities, which further exacerbates their academic burnout [22].

EXTERNAL/SITUATIONALFACTORS

Workload (Task) and Academic Burnout

High workloads have the biggest impact on increasing students' academic burnout. Moghadam, Abbasi, & Khoshnodifar [17] explain that the number of theoretical assignments that are not by the field of work is a factor that affects academic burnout. High workload affects student achievement motivation, where the more workload, the less motivated students will be. When academic tasks are numerous and students do not have sufficient resources, they will experience higher levels of stress, and their ability and motivation to perform the task will decrease.

Job Expectancy, Academic Quality of Life, and Academic Burnout

Teaching and learning environment, work expectancy, and academic quality of life affect increasing students' academic burnout through achievement motivation. Job expectations lead to better performance and bring positive attitudes towards the field of study and student interest in classroom activities and homework. The higher the expectation of getting a job, the more students will be interested in their field of study. Students who are disinterested and unmotivated in their studies are less likely to work hard enough, and their failures lead to academic burnout. The quality of academic life does not directly affect achievement motivation. However, factors such as high workload, quality of the teaching-learning environment, and job expectations are more influential than the academic quality of life which also affect the emergence of a sense of academic burnout [17].

Family Environment and Academic Burnout

The importance of the quality of the family environment for adolescent personal growth plays an important role in academic burnout [22]. The three central dimensions of the family and marital system are summarized as family cohesion, flexibility, and communication. Family members from families with extreme cohesive and flexible statuses, especially those with very poor cohesion and lack of consistent rules, are more likely to suffer from physical and mental illnesses and children from these families are more likely to suffer from physical and mental illnesses and have more many problematic behaviors [23].

In addition, the family environment has a critical impact on many aspects of individual adaptation and development, such as behavioral problems, school adaptation, and subjective well-being. One of the impacts of a bad family environment is that children experience academic burnout. To explain, students who live in warm and affective environments may recognize more support and understanding, thus forming more positive attitudes toward learning and reducing feelings of academic burnout. On the other hand, individuals who grow up with more conflicts in the family environment will experience more attacks and frustration which causes them to feel more depressed and helpless which in turn leads to academic burnout [22].

Mother Phubbing and Academic Burnout

The family environment plays an important role in the emergence of burnout, especially the interpersonal relationship between mother and child. Bai et al. [13] investigated the interpersonal relationships of adolescents with mothers who are busy with their cellphones so that they ignore their children or commonly known as mother phubbing. Mothers' time spent on media and technological devices can replace real-life interactions and reduce meaningful mother-daughter relationships.

As mothers play an important role in adolescent development, maternal sensitivity and interactions between mothers and adolescents are important, because they can affect the emotional status and behavior of adolescents. Burnout is one type of response to several chronic stressors from emotions or interpersonal relationships [24]. Maternal sensitivity and mother-adolescent interactions are closely related to adolescent burnout at school.

The results of research by Bai et al. [13] show that mothers have a role in mental development and adolescent behavior. Mothers who are too busy with their cellphones and neglect their children can be one of the factors that cause children to experience academic burnout. Mother-phubbing is a lesser, chronic form of stressor that is easy to overlook. However, these types of stressors are more common in our daily lives and can also lead to some unwanted behaviors.

Individual and Parental Expectations and Academic Burnout

Individual and parental expectations for success in sports and school are likely predictors of certain burnout profiles. The results of research by Sorkkila, Aunola & Ryba [25] show that many students experience symptoms of mild exercise fatigue even though they are not yet at risk of experiencing academic burnout. However, over the school years, these student-athletes may tend to experience more severe symptoms of fatigue. Athletes' expectations of success in sports seem to protect them from exercise burnout, and their expectations of success in school seem to protect them from school burnout. In addition, the results suggest that in some individuals, a high expectation of success in one domain may increase the risk of burnout in another. Mothers' expectations of success in sports and school, as well as fathers' expectations of success in school mainly protect against burnout in the same domain. This shows that parents' expectations can be a contributing factor. However, high expectations of success in one domain do not necessarily protect against burnout in another.

Dispositional Attention, Post-traumatic Negative Beliefs, and Academic Burnout

Dispositional attention is defined as a human capacity that involves a sensitive awareness of the present without judgment that can predict academic burnout. In addition, dispositional attention can reduce negative post-traumatic beliefs. The results of research from Xu et al. [26] show that post-traumatic negative beliefs play an important role in the relationship between dispositional awareness and academic burnout.

Adolescents with higher levels of dispositional awareness appeared to be less burdened academically after being exposed to a tornado. This is due to their lower tendency to support negative post-traumatic beliefs. It should be noted that traumatic events always hurt cognitive consequences. For example, the individual may develop an exaggerated negative assessment of the trauma. Post-traumatic negative beliefs make a major contribution to persistent PTSD symptoms which are an important factor of academic problems among traumatized adolescents.

Physical Activity and Academic Burnout

Physical activity is thought to have a risk-reducing effect on mental health and has been reported to be associated with reduced levels of burnout symptoms in adults [27]. The research focused on emotional exhaustion in the occupational population, and little is known about the relationship between physical activity and fatigue among young people. This causes Cheung & Li [14] to conduct research related to physical activity and burnout among adolescents.

The results showed that high school students with lower burnout rates tended to engage in more physical activity than those with higher burnout rates. Burnout (emotional exhaustion) is the most frequently studied factor so it is positively related to physical activity. Participation in physical activity appears to have a protective function, reducing the likelihood of adolescents experiencing academic burnout. Physical activity is a complex behavior. According to previous research, this positive relationship can be attributed to psychological changes during the involvement of physical activities such as behavioral disturbances from stressful situations and the development of self-efficacy [14].

V. CONCLUSION

Based on the explanation above, it can be concluded that the factors that influence academic burnout are divided into two, namely internal/interpersonal factors and external/situational factors. Internal factors include demographic data such as gender, age, education level, marital status, and ethnicity of an individual. As for the personality characteristics themselves, the scope is quite broad. However, in this article, the researcher divides it into several parts. In addition to personality types/traits, internal factors include mental health, resilience, mental toughness, cognitive style, motivation, emotional intelligence, academic involvement, goal orientation, and self-confidence. While the external factors consist of workload/tasks, work expectations, academic quality, family environment, individual and parental expectations, maternal attention, and physical activity.

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