

Burnout Among Business Students and Its Impact On Academic Performance

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ABSTRACT

Purpose: This research aims to check the impact of burnout among with Work Load and Stress on the Academic Performance of the university and, thus, the ways to cope with burnout and then get maximum academic performance.

Design/ Methodology/ Approach: A total of 750 students were taken as the population of this research, and a sample of 250 students was selected, and a questionnaire was distributed among them. The responses were to get back from 150 students to analyze through the SPSS.

Findings: This study finds a significant strong inverse relationship between Work Load, Stress, Burnout, and Academic Performance. Academic performance will get decrease if Burnout, Work Load, and Stress will be more.

Limitations: The sample size chosen for this research is minimal, and the time taken for this study was minimal.

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1. Introduction

A condition of psychological and physical fatigue perpetuate thorough, basically termed as burnout (Kristensen, Borritz, Villadsen, & Christensen, 2005). Usually, intense intellectual pressure, which long last results in burnout (Maslach, Schaufeli, & Leiter, 2001). Burnout typically distributes in three possible ways: work burnout, client-related burnout, and personal burnout (Kristensen et al., 2005). Personal burnout symbolizes with substantial and sentimental fatigue, perceptivity syndrome, and comprehensive perception of vulnerability rather than characterize to a particular territory (Kristensen et al., 2005). Disregarding an individual's position, personal burnout is a universal amplitude of burnout and indicates the extent of psychological and physical exhaustion and fatigue (Kristensen et al., 2005).

A consideration gaining area in research these days is the paradox of burnout defined as an acute form of role-definitive disaffection (Dworkin, 1987), immense intimate capabilities (Maslach & Jackson, 1981), and by crushing confronting competencies because of the existing anxiety-causing aggravation (Golembiewski, Munzennder, & Stevenson, 1986).

Usually, burnout is a phenomenon that is only thought to be found among employees only, but in recent few decades, research on students showed they also suffer from burnout (Salanova, Schaufeli, Martínez, & Bresó, 2010). Burnout disorder is also spotted in university students (Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002). While qualifying for their professional course, likewise confronting with many social and academic requirements, university students must accept different psychosocial variances.

The university education satisfies students by providing them professional education. Thus university assumed a very challenging experience that becomes a turning point of many students' lives (Chang et al., 2007). Doing projects and taking part in classes which are termed

as mandatory analytical tasks, students are engaged. The ultimate target for them is to graduate by passing the exams, which makes their activities the same as employees (Schaufeli et al., 2002). Thus, students involved in activities termed as work could be called workers/employees (Hu & Schaufeli, 2009). Stress, depression, and anxiety are the major psychological problems usually faced by the students (Ross, Cleland, & Macleod, 2006).

Students' learning and mental functioning are affected negatively because of pressure/stress in higher or professional studies (Abdulghani, AlKanhal, Mahmoud, Ponnampuruma, & Alfari, 2011). A higher level of stress/burnout correlates with low academic performance, ultimately leading to bad grades (Sohail, 2013). Possible outcomes of high stress or burnout in students are high drop out rate, mandatory course work with least motivation, less presentism, and highly negative academic performance (Yang, 2004).

Some previous studies show that burnout rate is higher among new university students than the old students; it might be because of the hardships facing adaptation to the new environment (Aysan, Thompson, & Hamarat, 2001). It is also observed that the students who belong to cities they suffer less to burnout than those who belong to villages that show background and exposure impact burnout (Bayram & Bilgel, 2008).

This study explores the factors that cause burnout among business students and their effect on their academic performance. There is a lot of research done on burnout in different countries among medical students and teacher burnout, but little research is found in Pakistan. Business students of the Bahawalpur area are mainly focused on this research. Either burnout increases their academic performance or decrease.

2. Literature review

There stands a strong relationship between satisfaction with life, emotional intelligence, and burnout. Some researchers believe a positive interrelationship of satisfaction in life with burnout/stress and emotional intelligence (Chang et al., 2007). On the opposite side, some researchers believed that the relationship between satisfaction of life and stress/burnout is negative. Thus the results of both positive and negative relations of burnout with satisfaction lead towards the concept of a "mediation model" according to which the satisfaction in life and emotional intelligence mediate with academic burnout (Salovey & Mayer, 1990). Studies have been done to search out the confederation among the variables that impact students' academic performance. Even though the stress/burnout can easily be traced out by past academic performances (Cazan & Năstasă, 2015).

Sentimental overburden or devaluation or debilitation occurs by daily routine work pressure defines charisma, which is known as nervous exhaustion, which is a significant problem and specifically among students. There are many adverse effects of burnout. A few of them affect students' interpersonal bonding with each other; their habitual routine gets disturbed, and man of all their academic performance gets disturbed heavily (Whitaker, 1996). One of the significant consequences of burnout among students is depersonalization. Student effect with the detached response to the people they live, and the other student's fellows also impact burn out is negative attitudes.

Work-life balance is essential and required in all fields of life to avoid burnout and exhaustion situations. Otherwise, the pressure of work must disturb people's satisfaction and students' lives, and the result-oriented jobs/lives of people will know resultant nothing (Schaufeli et al., 2002). Contrarily, researchers also highlight that stress has a positive impact on the results of students. As careless students who did not work well in the normal situation, it is important to push/pressurize them to get results from them; thus, pressure sometimes yields good results while other times, it creates hazardous results in the form of burnout (Decker, Bailey, & Westergaard, 2002).

Different researches among different student fields revealed different types of results like the research on the medical students showed different levels of stress/burnout like severe burnout, moderate burnout, and low burnout (Schaufeli et al., 2002). The intensity of burnout relates to the quantity of workload, i.e., more workload yields sever burnout while less workload

ultimately leads toward moderate or less burnout. Then there is another distinction between females and males mature. Like in studies, it reveals that females because of their high sensitive nature, take a high impact on workload and impact with severe stress/burnout (Abdulghani et al., 2011).

While on the other hand, males, because of their less sensitive/wild nature, don't take many serious workloads, resulting in moderate burnout or low burnout. The researchers' main point is to determine how the students survive out of the burnout or high stress with good or satisfactory outcomes; thus, in other research techniques with which they cope with stress checked out (El-Gilany, Amr, & Hammad, 2008). The male students usually hang out with friends. Some of them use the internet and texting others used to counseling from Dr. or seniors. Female students typically watch television, use internet chats, and text. Some of them used online conversations with people or on the phone call some read books (Yusoff, 2010).

High workload assignments, presentations study-related pressure cast exhausted situation usually leads towards burnout. In burnout, students typically work and don't take adequate rest, leading to high fatigue and productivity and efficiency effect. After a sound sleep for hours, students couldn't get out of tiredness of study stress and gradually this effect on the night sleeps of the students they suffered from night sleep problems (Kuitinen & Meriläinen, 2011).

The passage of time in the same situation takes students to serious attitude problems. Gradually, it takes them to a lack of interest in the studies and starts running away from the picture's overall canvas. As a result, students usually leave their reviews or skip sometimes. This burnout situation never helps students get any significance in both university work and the overall university (Salmela-Aro, Kiuru, Leskinen, & Nurmi, 2009). The overall impact of burnout and heavy stress situations on nations is hazardous as well. The people collectively cannot make long-term action plans and implement them; ultimately, their collective behavior becomes narrow lined.

Usually, on an average routine, a slight or little worrying and stress or tension because of studies is an entirely natural phenomenon (Lazarus, 1999). But if the pressure keeps on and leads toward burn out, then it is alarming because it ultimately takes toward the depression. Thus, burnout and depression are worth enquiring because it impacts students' studies and yields bad results. Usually, stress and the reason it occurs are pretty related when the person who can't handle the workloads suffers from burnout and depression. Those who can handle workloads and survive in pressures outperform the situations (Bourne Jr & Yaroush, 2003).

There is another perspective of burnout among students highlighted (Van Praag et al., 2002), which is in the university. There are usually mixed students; some of them belong to rural areas. Others are from an urban area, and the students who belong to rural areas affect more from the burnout than those who belong to the urban area. The reason rural belonging students are highly influenced by burnout is that they usually are from backward areas and their exposure is less than those of the urban area students (Heath & Kenyon, 2001).

From the student's health perspective, early identification, and prevention of mind health issues in young students are essential. It is necessary to understand their emotional condition of distress, such as stress, depression, and anxiety, and then suggest to them relevant coaching and counseling programs after appropriate screening and intervention programs to improve their mental health-related issues among students. Mental health is essential for the students for their success in academic achievements and the development of a career in the future and brad meaning for the overall nation because today's youngsters are the future leaders (McCabe et al., 2004).

The research was done (Salmela-Aro, Kiuru, Pietikäinen, & Jokela, 2008) in which two samples from Finland were collected. There were 58,657 respondents from 431 schools having 29,237 girls and 29,420 boys in the first sample. There were 29,515 students from 228 schools with 16,612 girls and 12,903 boys in the second sample.

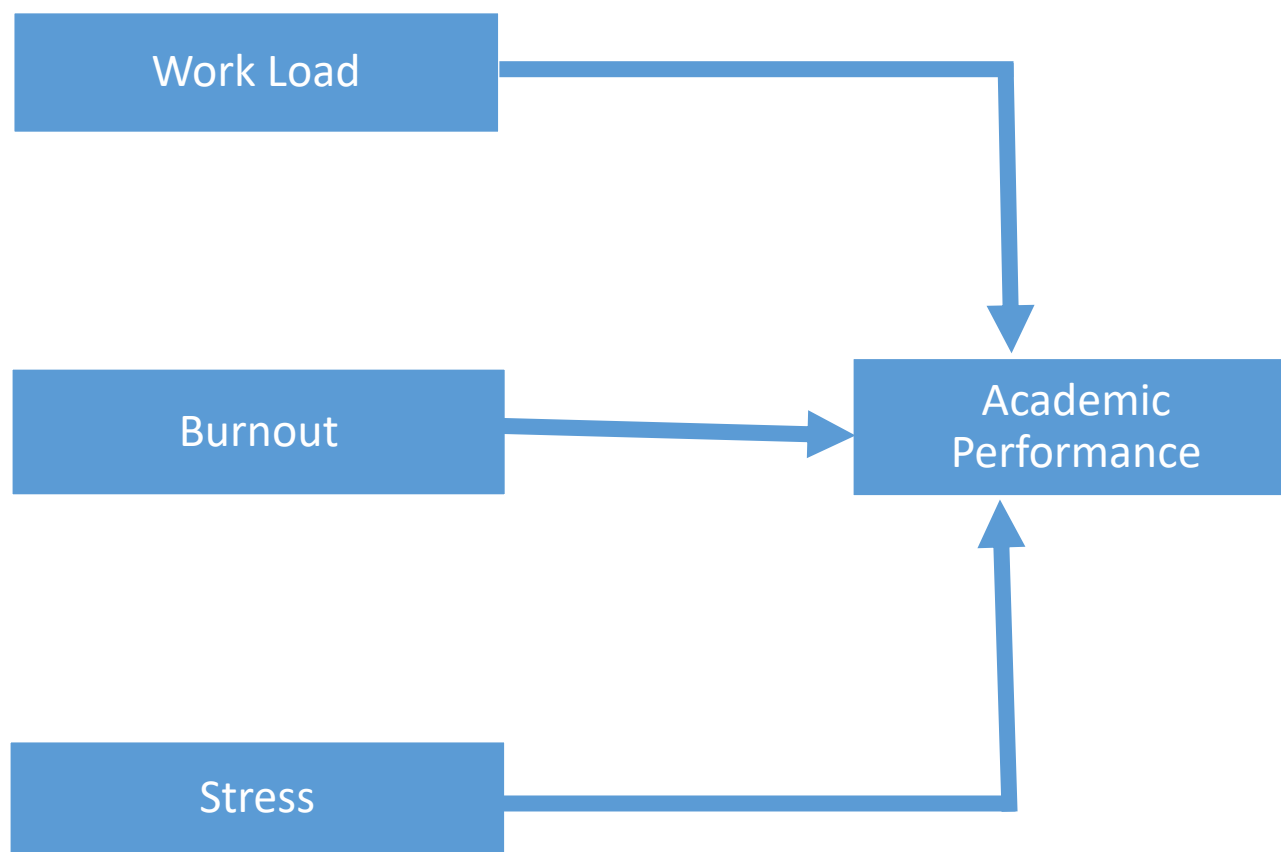
The research findings tell that a negative school environment directly relates to burnout because of the school, though the parents' positive motivation and the teachers and support associated with the low level of burnout caused by the school. Other gender differences like females and the backward family background students suffer more from the schools' burnout.

In another Slovenian research carried (Monahan et al., 2001), he researched 1868 high school students from Slovene age ranges from 15 – 20 years of age, 41.7% boys, and 58.3% girls. The results of this research revealed that school burnout mainly related to wrong domestic affiliations. Plus, female students of the schools suffer highly from academic burnout.

Another study was conducted (Yusoff, 2010), which included 100 students of secondary school levels from schools in Kota Bharu situated in Malaysian government secondary schools. As per the study results, the students are highly affected by the burnout situations in high schools and the universities because of greater workloads. Many strategies could be used to cope with this situation.

There is a two-dimensional point of view related to burnout. There is a positive impact of the workload on students, i.e., their efficiency gets enhance; they work more efficiently under pressure circumstances (Eryilmaz & Aypay, 2011). While on the other hand, stress and burnout significantly negatively impact the students (Salmela-Aro et al., 2008).

3. Theoretical Framework



Hypothesis

- H₁: Work Load is inversely related to Academic Performance.
- H₂: Burnout is inversely related to Academic Performance.
- H₃: Stress is inversely related to Academic Performance.

4. Methodology

To determine the impact of burnout, workload, and stress on university students' academic performances via self-administrative questionnaire. The population of this survey is 750 Business Students of Islamia University Bahawalpur, Management Sciences department. A sample of 250 students were taken out of 750 population based on the table "Determining Sample Size for Research Activities," *Educational and Psychological Measurement*, (Krejcie & Morgan, 1970). A convenient sampling method was used to collect the data, and 200 questionnaires were distributed, and a response was received from 120 respondents.

This research is quantitative. The questionnaire's total number was 22 and distributed as 5 items for Work Load, 8 items for burnout, 4 items for stress, and five items for Academic Performance. Age, Gender, and Academic Degree Title were used as demographic measurements. A five-point Likert scale was used to measure respondents' responses ranging from Strongly Agree to Strongly Disagree ('1' Strongly Agree, '2' Agree, '3' Neutral, '4' Disagree, '5' Strongly Disagree). The age group ranges from 15 to 30 years of business education BBS, BBA, MS, and MBA of management sciences of Islamia University Bahawalpur.

SPSS version 16 was used for the statistical analysis and the analysis used to analyze the data are Reliability, Correlation, and Regression analysis. Descriptive statistics were used to analyze the demographics.

4.1. Findings and analysis

On the SPSS, the primary analysis run is Descriptive Analysis, Reliability Analysis, Regression Analysis, and Correlation Analysis.

4.2. Descriptive Analysis

The analysis runs on the 120 respondents' responses. No questionnaires were missed. According to the descriptive study out of 120 respondents, 55 were male, and 65 were female.

Table 1
Gender Descriptive Analysis

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	55	45.8	45.8	45.8
	Female	65	54.2	54.2	100.0
	Total	120	100.0	100.0	

Fifteen students were from the age group 15-18, 62 from 19-22, 34 from 23-26, and 09 from 27-30 age groups.

Table 2
Age Descriptive Analysis

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
15-18		15	12.5	12.5	12.5
19-22		62	51.7	51.7	64.2
23-26		34	28.3	28.3	92.5
27-30		9	7.5	7.5	100.0
Total		120	100.0	100.0	

Nine students were from BBS, 77 from BBA, 22 from MBA, and 12 from MS degree programs.

Table 3
Degree Descriptive Analysis

	Degree Title			
	Frequency	Percent	Valid Percent	Cumulative Percent
BBS	9	7.5	7.5	7.5
BBA	77	64.2	64.2	71.7
MBA	22	18.3	18.3	90.5
MS	12	10.0	10.0	100.0
Total	120	100.0	100.0	

4.3. Reliability Analysis

The questionnaire use in this research is reliable. It can be trusted to check the variables of stress, workload, and burnout and their impact on academic performance with the Cronbach's Alpha value 0.83.

Table 1
Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.831	22

4.4. Regression Analysis

Regression analysis tells about the impact on the dependent variable because of the independent. According to the regression analysis, the impact on the Academic Performance of Work Load, Stress, and Burnout is 24%. This means till a 24% change occurs if any one of the independent variable changes.

Table 5
Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.235 ^a	.055	.031	.73078

a. Predictors: (Constant), Stress, Work Load, Burnout

Table 6
ANOVA Statistics

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.630	3	1.210	2.266	.085 ^a
	Residual	61.948	116	.534		
	Total	65.579	119			

a. Predictors: (Constant), Stress, Work Load, Burnout
b. Dependent Variable: Academic Performance

4.5. Correlation Analysis

		Correlations			Academic Performance
		Work Load	Burnout	Stress	
Work Load	Pearson Correlation	1	.611**	.413**	.307
	Sig. (2-tailed)		.000	.000	.001
	N	120	120	120	120
Burnout	Pearson Correlation	.611**	1	.490**	.412
	Sig. (2-tailed)	.000		.001	.001
	N	120	120	120	120
Stress	Pearson Correlation	.413**	.490**	1	.411
	Sig. (2-tailed)	.001	.000		.000
	N	120	120	120	120
Academic Performance	Pearson Correlation	.307	.412	.411	1
	Sig. (2-tailed)	.001	.001	.000	
	N	120	120	120	120

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

Correlation analysis tells about the strength of the variables interrelated and if the relationship is significant or not. According to the correlation analysis, the H1 relationship between Work Load and Academic Performance, the relationship is substantial and the strongest among the variables is 30%, leading to the acceptance of H1. H2 relationship between Burnout and Academic Performance is significant, with a strength of 41% and favor of H2. H3 relationship among Stress and Academic Performance is meaningful and the strength of the relationship is 41% and hence the acceptance of the H3.

5. Discussion

According to this research, the high burnout, stress, and work load negatively impact the students' academic performance at the university (higher) education level. To get the students' maximum output is to keep them in the least stress and workload and burnout situation. This stage of the students' life is very critical because they will enter in their practical life just after this level. When the students are relaxed and in less burnout situation, they will perform in the best way.

5.1. Limitations and directions for future Researchers

Like all other researches conduct, this research is also limited by several factors. First, the data collected for this research is from Business Students of Islamia University Bahawalpur. The sample size of this research is minimal. Future analyses can conduct a study by expanding the population and then the sample size for the examination. Second the sample of this research in only business study graduates. Thus, the next research can be done to check the impact of burnout on students' academic performance in other disciplines. Third, as usual, is the time constraint. The comprehensive study can be conducted by the availability of more time.

5.2. Practical Implications

This paper implies students who are just entering from their college studies to the university (higher) education. Those students mainly suffer from burnout due to the change of environment and the study system, i.e., from the annual system to the semester system. The students' performance negatively impacts because stress, burnout, and workload negatively impact the students' performance.

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