

Literature Review on Academic Burnout

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Abstract: This paper introduces the research status and influencing factors of academic burnout, including definition, structure, measurement methods and influencing factors. At present, the research on academic burnout mainly focuses on students from different disciplines, and the influencing factors include gender, age, marital status and other demographic variables, as well as personal characteristics and external environment. Future studies should focus more on the relevance of academic burnout, integrate influencing factors, strengthen longitudinal studies, and explore how to improve interventions for academic burnout.

Keywords: Academic Burnout; Concepts; Influencing Factors; Review

1. Introduction

American psychoanalyst Freudenberger introduced burnout into the field of mental health for the first time. This concept was mainly applied to the professional field first and then gradually penetrated some non-helping industries. Among the students, academic burnout is a common problem faced by students from different countries.[1] Academic burnout refers to students' emotional exhaustion, depersonalization tendency, and self-efficacy in the educational process due to academic pressure, curriculum load, or other psychological factors. It is the primary indicator of students' negative academic psychology.[2] Academic burnout can make students have a series of inappropriate behavior reactions, such as indifference in an interpersonal relationship, rebellious emotion and psychological syndromes, such as headache, weakness, depression, anxiety, and may even affect students' normal academic life.[3][1]

Although people are very interested in college students' academic burnout, there is a lack of

systematic discussion. This paper reviews and criticizes the research on academic burnout.

2. Literature Review

In the past few decades, people have done much research on academic burnout. The research objects are from primary school students, high school students to undergraduates and graduate students of different majors. The research content mainly focuses on the theory of academic burnout and the exploration of its causes, but there is a lack of intervention research on overcoming academic burnout.

2.1 The Concept and Structure of Academic Burnout

academic burnout, as an extended concept of job burnout, scholars have different definitions of its concept, but it is basically through the reference of job burnout.

Freudenberger and Maslach first mentioned the term "academic burnout" and defined it as a phenomenon that students' interest in academics is weakened due to their inability to cope with schoolwork's heavy burden. Their curiosity about the outside world is reduced.[4] There are mainly two kinds of citations: Pines and Kafry believed that academic burnout is a phenomenon that students gradually lose their enthusiasm for school work and academic activities due to the pressure or load of schoolwork, and have a negative attitude towards schoolwork, such as indifference to classmates. [5-6] Second, academic burnout is a negative psychological manifestation of depression, fatigue, dissatisfaction, anxiety, depression, coldness, confusion, powerlessness, low self-esteem, etc. College Students' negative academic psychology refers to the negative attitude and behavior that are tired of academic due to academic pressure or lack of academic interest. Lian, Yang & Wu thinks that academic burnout is that students can not bear the high

intensity of academic pressure, or can not produce enough motivation for academic to treat academic negatively.[7] At the same time, it extends to the fatigue of life and a series of phenomena and performances that teachers and parents think are not in line with the normal.

Maslach proposed three dimensions of job burnout: “emotional exhaustion, depersonalization, and reduced personal accomplishment”,[8] the most widely used models. Lian et al. put forward a three-dimensional model of College Students' academic burnout. This three-dimensional model points out that college students' academic burnout includes three dimensions: low mood, improper behavior, and a low sense of achievement, which is most widely used in the research of Chinese scholars.[7]

2.2 Measurement Methods of Academic Burnout

At present, the survey of academic burnout was usually based on modifying and extending the Maslach Burnout Inventory (MBI). It is based on the MBI to change the service object, workplace, or nature of the scale. Gold and others investigated and analyzed the current situation of normal students' burnout to reference the future. Based on MBI-ES, the MBI-CSS scale was developed. Schaufeli et al. Modified the MBI scale and formed MBI-GS and MBI-SS scales [5-6]. Hu Jen Yang, a Taiwan scholar, revised the MBI-GS about location, object, and nature of work to adapt to college students in Taiwan and developed an academic burnout scale for students in Taiwan.[5] Lian et al. (2005), based on China's actual situation, revised the MBI scale and developed an academic Burnout Questionnaire in line with Chinese students' characteristics. They believed that there were three factors in Chinese college students' academic burnout: low emotion, improper behavior, and a low sense of achievement. Some scholars, such as Cheng Tao and Li Nana, compiled the "Academic burnout scale for Postgraduates" [6] according to the existing relevant scales when they researched graduate students' academic burnout.

However, the existing measurement method researched the measurement method is relatively simple. Moreover, these questionnaires do not use a large enough sample group and establish norms, and the

specific dimensions are not unified and lack systematicness.

2.3 Influencing Factors of Academic Burnout

One of the factors influencing academic burnout is demographic variables, such as gender, age, marital status, etc. The differences in external factors also lead to the differences in students' academic burnout level, mainly including school management environment, family structure, interpersonal relationship, teachers' attitude, etc. Besides the above factors, individual characteristics also affect academic burnout, including students' self-evaluation, self-efficacy, perception, self-control, academic motivation, etc.

2.3.1 Demographic variables

There is no consistent conclusion on the difference in academic burnout between different genders. With the growth of age, the difference of psychological characteristics between men and women is more and more significant, mainly in the aspects of academic style and academic attitude. The studies found gender differences in the specific manifestations of academic burnout. Boys have a lower sense of achievement than girls, but they are more active in academics.[5-7] However, some studies have shown that girls are more likely to be tired in academics than boys.[2] From the perspective of the age difference, Lian et al. Found that newcomers and seniors have lower academic burnout than other grades due to various reasons. However, some studies have pointed out that freshmen are more prone to burnout than sophomores, but there is no significant difference with seniors.[2] There are also age differences among middle school students. The academic burnout of grade two students is significantly lower than that of grade two and grade three students.[9] Marital status also affects academic burnout. Mi researched on Chinese postgraduates shows that married postgraduates have higher academic burnout than unmarried postgraduates.[6]

2.3.2 Internal factors

Scholars have studied how individual characteristics affect academic burnout from many aspects. Self-esteem, academic self-efficacy, core self-evaluation, perceived organizational support, self-control, achievement motivation are negatively

correlated with academic burnout.[10][1][4] Mobile phone addiction, cognitive failure, and academic burnout are positively correlated.[8] Perceived organizational support, self-control, anxiety, and perceived social as a modeling role, psychological capital influences academic burnout.[10][2-5] However, achievement motivation, cognitive failure, and self-efficacy affect academic burnout in mediating variables.[1][4][8] It shows that an individual's attitude and control greatly influence academic burnout, but the influencing factors and ways are problematic.

2.3.3 Exyernal factors

Research shows that learning pressure and high workload can lead to learning burnout.[1][5] Similarly, the family environment can also affect it, and family conflict is a risk factor for academic burnout.[1] Zhu's research shows that the teacher-student relationship can affect students' academic burnout, but the degree of influence is not consistent in different countries.[5]

3. Conclusion

Nowadays, more and more attention has been paid to the research of academic burnout. While some research results have been achieved, there are also some shortcomings. (1) The definition and quantification of academic burnout are mostly based on the research results of job burnout. However, there are apparent differences between the professional situation and the learning situation. Therefore, studying the students' academic burnout more pertinently should become the focus of future research. (2) The research on the influencing factors of academic burnout mainly focuses on the external or internal single aspect, which is scattered and lacking systematicness, so there is still much work to integrate these influencing factors. (3) At present, academic burnout research mainly adopts horizontal research but lacks vertical research, that is, the analysis of time factor. The stability of the influencing factors cannot be explained. (4) Most scholars use questionnaire surveys to study academic burnout, lack of empirical research, and experimental research, mainly focusing on the influencing factors, but few people specifically study how to improve academic burnout. Only some Chinese scholars use group work intervention to study how to improve academic burnout.[11] Therefore, further empirical

research should be carried out, and the ultimate goal of the research is to put forward practical measures for these factors.

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