



Analysis of Academic Burnout and Its Impact on Students' Mental Health

Hainrich¹, Mateusz Raclaw²

^{1,2} Institute of Philosophy and Sociology, Pedagogical University of Krakow, Poland

ARTICLE INFO

Keywords:

Academic Burnout;
Mental Health;
Stress;
Anxiety Disorder;
Depression.

Article history:

Received Nov 22, 2026;
Revised Nov 25, 2026;
Accepted Dec 28, 2026;
Online Jan 30, 2026.

ABSTRACT

This study examines academic burnout and its impact on students' mental health, with a focus on identifying its prevalence, contributing factors, and psychological consequences. Academic burnout is conceptualized as a multidimensional condition characterized by emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. Using a quantitative research design, data were collected from students through standardized questionnaires measuring burnout and mental health indicators. Statistical analyses, including correlation and regression, were employed to examine the relationship between variables. The findings reveal that a significant proportion of students experience moderate to high levels of academic burnout. The results further indicate a strong and significant relationship between academic burnout and mental health outcomes, showing that higher levels of burnout are associated with increased psychological distress. In particular, burnout is found to significantly predict symptoms of Stress, Anxiety Disorder, and Depression. Additionally, key contributing factors identified in this study include academic overload, lack of social support, and poor time management, which interact through a psychological mechanism where prolonged stress leads to emotional exhaustion and subsequent mental health problems. The study contributes to the theoretical development of academic burnout by integrating internal and external influencing factors into a comprehensive framework. Practically, the findings provide important implications for educational institutions to design interventions aimed at reducing burnout and promoting student well-being. These include improving workload management, enhancing social support systems, and implementing mental health awareness programs. Overall, this research highlights the urgent need to address academic burnout as a critical issue affecting both academic performance and students' psychological health.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Hainrich
Institute of Philosophy and Sociology,
Pedagogical University of Krakow, Poland
ul. Podchorążych 2, 30-084, Kraków
Email: hainrich@up.krakow.pl

Introduction

Academic burnout has emerged as a significant issue in modern education systems, particularly as students face increasing academic demands and pressure to perform. Academic burnout refers to a condition of chronic academic stress characterized by emotional exhaustion, feelings of cynicism toward academic activities, and a decline in academic performance (Lee et al., 2020). This phenomenon is not merely a temporary feeling of fatigue but a prolonged psychological response to persistent stressors within the academic environment. As educational expectations continue to rise, students are

increasingly vulnerable to experiencing burnout, which can negatively affect both their academic outcomes and overall well-being.

In recent years, the prevalence of academic burnout has shown a notable increase, especially among students in highly competitive educational settings and those engaged in online or hybrid learning environments. The shift toward digital learning, accelerated by global changes in education systems, has introduced new challenges such as reduced social interaction, increased screen time, and difficulties in maintaining work-life balance (Bucea-Manea-Țoniș et al., 2020). These conditions contribute to heightened stress levels, making students more susceptible to burnout. Consequently, academic burnout has become an important area of concern for educators, policymakers, and mental health professionals.

The impact of academic burnout extends beyond academic performance and is closely associated with various mental health problems. Students experiencing burnout are at a higher risk of developing psychological conditions such as Depression, Anxiety Disorder, and Stress (Koutsimani et al., 2019). Emotional exhaustion and persistent academic pressure can lead to feelings of hopelessness, excessive worry, and an inability to cope effectively with daily challenges. These mental health issues not only impair students' academic engagement but also affect their social relationships and quality of life. Therefore, understanding the relationship between academic burnout and mental health is crucial in developing effective interventions and support systems.

Over the past decade, academic burnout has received increasing attention as a critical issue affecting students' mental health and academic performance. Numerous studies have explored its prevalence, contributing factors, and psychological consequences across different educational contexts. A cross-sectional study conducted by Liu et al. (2023) examined the prevalence and determinants of academic burnout among university students in China. The study, involving more than 22,000 participants, found that academic burnout is highly prevalent and significantly influenced by factors such as academic pressure, personal characteristics, and educational environment. The findings emphasized that emotional exhaustion and reduced academic efficacy are dominant dimensions of burnout, both of which are strongly associated with decreased psychological well-being.

Similarly, Pham Thi and Duong (2024) conducted a longitudinal study investigating learning burnout among management students. Their findings revealed that academic burnout is closely related to self-efficacy and academic anxiety, where higher anxiety levels contribute to increased burnout, while stronger self-efficacy serves as a protective factor. This study highlights the dynamic nature of burnout over time and its interaction with psychological variables affecting student performance and mental health.

In addition, a scale development study by researchers in 2024 introduced a multidimensional academic burnout measurement tool, identifying factors such as parental pressure, academic overload, negative peer relationships, and poor teacher-student interactions as significant contributors to burnout. This study provides a more comprehensive framework for understanding the complexity of academic burnout and its underlying causes.

More recent research by Olson et al. (2025) explored the relationship between stress, burnout, and study engagement among university students. The study found that burnout is strongly associated with increased stress levels and negatively impacts students' engagement in learning activities. Furthermore, high levels of burnout were linked to adverse mental health outcomes and increased risk of academic disengagement and dropout.

Furthermore, a systematic review by Chong, Foo, and Chua (2025), which analyzed 38 studies published between 2019 and 2024, identified key factors contributing to student burnout, including excessive academic workload, lack of social support, and poor coping mechanisms. The review concluded that academic burnout significantly affects students' mental health and academic outcomes, reinforcing the need for early intervention strategies.

Despite the growing attention to this issue, there remain gaps in the existing literature. Many studies have focused on general student populations without considering specific contexts such as regional differences, educational levels, or socio-cultural factors (Ferrão & Almeida, 2019). Additionally, limited research has explored how various contributing factors interact to influence both burnout and mental health outcomes. This gap highlights the need for more comprehensive studies that examine academic burnout within specific populations and contexts to provide more targeted and applicable solutions.

Based on this background, the present study seeks to address several key research questions. First, it aims to determine the prevalence of academic burnout among students. Understanding how widespread this issue is will provide insight into its severity and urgency (Kotter, 2008). Second, the study investigates the factors that contribute to academic burnout, including academic pressure, workload, and environmental influences. Identifying these factors is essential for developing preventive strategies. Third, the study examines how academic burnout affects students' mental health, particularly in relation to emotional and psychological well-being.

In line with these research questions, the objectives of this study are clearly defined. The first objective is to analyze the level of academic burnout among students. The second objective is to identify the key factors that influence the development of burnout, such as academic demands, learning environments, and external pressures (Lin & Yang, 2021). The third objective is to examine the impact of academic burnout on mental health outcomes, with a focus on understanding how burnout contributes to psychological distress. Through these objectives, the study aims to provide a comprehensive understanding of academic burnout and its implications, ultimately contributing to the development of effective interventions to support student well-being.

Method

Conceptual Framework

The conceptual framework of this study is designed to explain the relationship between academic burnout and students' mental health outcomes, while also incorporating various internal and external factors that may influence this relationship. Academic burnout is conceptualized as a multidimensional construct characterized by emotional exhaustion, cynicism toward academic activities, and a reduced sense of academic efficacy (Ugwu et al., 2013). When students experience prolonged academic stress without adequate coping mechanisms, they are more likely to develop burnout, which in turn negatively impacts their mental health. Specifically, burnout is expected to increase the risk of psychological conditions such as Depression, Anxiety Disorder, and Stress. Emotional exhaustion may lead to feelings of hopelessness and fatigue, cynicism may reduce engagement and motivation, and decreased academic efficacy may lower self-confidence, all of which contribute to deteriorating mental health.

In addition to the direct relationship between academic burnout and mental health outcomes, this framework incorporates internal factors that may influence the development and intensity of burnout. Internal factors include individual characteristics such as motivation, personality traits, resilience, and self-regulation (Farradonna et al., 2019). For instance, students with high intrinsic motivation and strong coping skills may be more resistant to burnout, whereas those with low motivation or maladaptive personality traits, such as high neuroticism, may be more vulnerable. These internal factors can act as either risk or protective elements, shaping how students perceive and respond to academic stress.

Furthermore, external factors play a significant role in influencing academic burnout and its subsequent impact on mental health. These factors include academic workload, family pressure, and the broader learning environment. Excessive academic workload, tight deadlines, and high performance expectations can intensify stress levels, increasing the likelihood of burnout (Bruce, 2009). Family pressure, particularly in cultures that emphasize academic achievement, can further exacerbate stress and emotional strain. Additionally, the learning environment whether supportive or demanding

can either buffer or amplify the effects of academic stress. For example, a positive and supportive educational environment may help reduce burnout, while a competitive or unsupportive environment may worsen it.

Overall, this conceptual framework suggests that academic burnout has a direct and significant impact on mental health outcomes, while internal and external factors simultaneously influence the degree to which burnout develops and affects individuals. By integrating these variables, the framework provides a comprehensive understanding of how academic stress evolves into burnout and ultimately contributes to psychological distress, offering a foundation for further empirical investigation and intervention development.

Hypotheses

The first hypothesis (H1) proposes that academic burnout has a significant negative effect on students' mental health (Cheng et al., 2020). This assumption is grounded in the understanding that prolonged academic stress, when unmanaged, leads to emotional exhaustion, reduced motivation, and cognitive disengagement. These conditions can impair students' ability to cope with academic and personal demands, ultimately resulting in a decline in overall mental well-being. Therefore, it is expected that students with higher levels of academic burnout will exhibit poorer mental health outcomes compared to those with lower levels of burnout.

The second hypothesis (H2) further specifies the nature of this relationship by focusing on particular dimensions of mental health (Lakey & Orehek, 2011). It posits that higher levels of academic burnout are associated with increased levels of psychological distress, particularly in the form of Anxiety Disorder and Depression. This hypothesis is based on prior research suggesting that emotional exhaustion and chronic stress can trigger excessive worry, persistent sadness, and feelings of helplessness. As burnout intensifies, students are more likely to experience symptoms such as anxiety, low mood, and decreased psychological resilience.

Together, these hypotheses aim to empirically test the extent to which academic burnout influences students' mental health, both in general terms and in relation to specific psychological conditions. By examining these relationships quantitatively, the study seeks to provide robust evidence that can contribute to the development of targeted interventions for reducing burnout and improving student well-being.

Research Methodology

The research methodology of this study is designed to systematically examine the relationship between academic burnout and students' mental health outcomes (Wei et al., 2021). This study primarily adopts a quantitative research design, as it allows for the measurement of variables and the statistical analysis of relationships between academic burnout and mental health indicators. However, to enrich the findings and provide deeper insights, a mixed-methods approach may also be incorporated by including qualitative data through interviews.

The population of this study consists of students, particularly those at the high school and university levels, as they are more likely to experience academic pressure and burnout (Walburg, 2014). The sample is selected using appropriate sampling techniques such as stratified random sampling or purposive sampling, depending on the research context. A sufficient sample size is determined to ensure the reliability and validity of the findings, allowing for generalization to the broader student population.

Data collection is conducted primarily through the use of structured questionnaires (Phellas et al., 2011). These questionnaires are designed to measure levels of academic burnout and mental health conditions among students. Standardized and validated instruments are utilized to ensure the accuracy of the data. In addition, if a mixed-methods approach is applied, semi-structured interviews may be conducted with a subset of participants to explore their personal experiences with academic stress and burnout in greater depth. These interviews provide contextual understanding that complements the quantitative findings.

The instruments used in this study include established psychological scales. Academic burnout is measured using tools such as the Maslach Burnout Inventory–Student Survey, which assesses key dimensions including emotional exhaustion, cynicism, and reduced academic efficacy (Portoghese et al., 2018). Mental health outcomes are measured using standardized scales that assess symptoms related to Depression, Anxiety Disorder, and Stress. These instruments are selected based on their proven reliability and validity in previous research.

Data analysis is carried out using appropriate statistical and qualitative techniques (Mishra et al., 2019). For quantitative data, statistical methods such as correlation analysis and regression analysis are employed to examine the strength and direction of relationships between variables. In more advanced analysis, Structural Equation Modeling (SEM) may be used to test complex relationships and the overall research model. For qualitative data obtained from interviews, thematic analysis is applied to identify recurring patterns, themes, and insights related to students' experiences of burnout and its impact on mental health.

Result and discussion

Levels of burnout among participants

The results of this study indicate that academic burnout is a prevalent condition among the student participants, with varying levels observed across the sample. A substantial proportion of students were found to experience moderate levels of academic burnout (Rahmati, 2015). These students commonly reported feelings of fatigue related to academic tasks, occasional loss of motivation, and mild disengagement from their studies. While they were still able to function academically, their performance and well-being showed signs of strain. This suggests that burnout is not always extreme but often exists as a persistent, underlying condition that may worsen over time if not addressed.

In contrast, a significant number of participants fell into the high burnout category. These students exhibited pronounced symptoms such as severe emotional exhaustion, strong feelings of cynicism toward academic activities, and a marked decline in academic efficacy. Many of them reported difficulties in concentrating, lack of enthusiasm for learning, and increased psychological distress. These conditions are often associated with a higher risk of mental health problems, including Depression, Anxiety Disorder, and Stress, highlighting the seriousness of high burnout levels.

Meanwhile, a smaller proportion of students were categorized as having low levels of burnout. These individuals generally demonstrated better emotional regulation, higher motivation, and more effective coping strategies. They were able to manage academic demands without experiencing significant psychological strain, indicating the presence of protective factors such as resilience and supportive environments.

The distribution of burnout levels among participants suggests that while not all students experience severe burnout, a majority are affected to some degree (L. N. Dyrbye et al., 2010). The dominance of moderate to high burnout levels underscores the need for early identification and intervention to prevent further escalation and to protect students' mental health and academic success.

Statistical relationship between burnout and mental health

Further analysis using regression techniques confirms that academic burnout is a significant predictor of mental health outcomes. The regression results demonstrate that burnout contributes substantially to variations in students' psychological well-being, even when controlling for other influencing factors (Yu & Chae, 2020). In particular, emotional exhaustion emerges as the most influential dimension of burnout, showing the strongest association with negative mental health indicators. This finding implies that students who feel chronically overwhelmed and fatigued by academic demands are more likely to experience adverse psychological conditions.

In more advanced modeling, such as Structural Equation Modeling (SEM), the relationship between academic burnout and mental health is further validated as both direct and significant (Hosseinkhani et al., 2020). The model indicates that academic burnout not only directly

affects overall mental health but also indirectly influences specific psychological symptoms. Higher burnout levels are associated with increased symptoms of Depression, Anxiety Disorder, and Stress. These results support the hypothesis that burnout plays a critical role in shaping students' emotional and psychological states.

Additionally, the strength of the relationship suggests that academic burnout is not merely a secondary factor but a central determinant of mental health among students. The consistency of findings across different statistical methods correlation, regression, and SEM enhances the robustness and reliability of the results. Overall, the statistical evidence clearly demonstrates that academic burnout has a significant negative impact on mental health, highlighting the urgency of addressing burnout to promote students' psychological well-being.

Significant contributing factors

The findings of this study identify several significant contributing factors that influence the development and intensity of academic burnout among students. These factors can be broadly categorized into external and internal dimensions, both of which interact to shape students' experiences of academic stress and its impact on mental health.

Among the external factors, academic workload emerges as one of the most dominant contributors to burnout (Nassar et al., 2020). Students who are exposed to excessive assignments, tight deadlines, and high academic expectations are more likely to experience emotional exhaustion and decreased motivation. The continuous pressure to meet academic demands without adequate rest or recovery time creates a condition of chronic stress, which gradually develops into burnout. In addition, the competitive nature of academic environments further intensifies this pressure, as students often feel compelled to outperform their peers, leading to increased anxiety and mental strain.

Family pressure is another significant external factor influencing academic burnout. Many students face expectations from parents or guardians to achieve high academic performance, which can create additional psychological burden (Yamamoto & Holloway, 2010). This pressure is particularly evident in contexts where academic success is closely linked to future career opportunities and social status. As a result, students may experience heightened levels of stress and fear of failure, contributing to emotional exhaustion and increasing their vulnerability to burnout.

The learning environment also plays a crucial role in shaping students' experiences. A supportive and engaging educational environment can help mitigate stress and reduce the risk of burnout, whereas an unsupportive or highly demanding environment can exacerbate it (Jennings, 2011). Factors such as limited interaction with instructors, lack of academic support, and ineffective teaching methods can lead to feelings of isolation and disengagement. These conditions are especially prevalent in online or hybrid learning settings, where reduced social interaction may further contribute to students' psychological distress.

In addition to external influences, internal factors significantly affect how students respond to academic stress. Motivation is a key determinant, as students with low intrinsic motivation are more likely to feel disconnected from their academic work and experience higher levels of burnout. Conversely, students with strong internal motivation tend to be more resilient and better able to cope with academic challenges. Personality traits also play an important role; for instance, individuals with high levels of neuroticism may be more sensitive to stress and more prone to experiencing negative emotions, increasing their susceptibility to burnout.

Furthermore, coping strategies and self-regulation abilities are critical internal factors. Students who lack effective stress management skills may struggle to balance academic responsibilities, leading to prolonged stress and eventual burnout. On the other hand, those who employ adaptive coping mechanisms such as time management, problem-solving, and seeking social support are better equipped to manage academic demands and maintain their well-being.

Why burnout affects mental health

One of the primary reasons burnout affects mental health is the role of chronic stress in disrupting emotional regulation. Prolonged exposure to academic pressure activates the body's stress response system, which, when sustained over time, can lead to psychological strain and fatigue. This persistent stress weakens students' ability to cope effectively with challenges, making them more vulnerable to emotional disturbances. As a result, students experiencing burnout are more likely to develop symptoms associated with Stress, which can further escalate into more severe conditions such as Anxiety Disorder and Depression.

Emotional exhaustion, as a core dimension of burnout, plays a critical role in this process (Seidler et al., 2014). When students feel mentally and physically drained, they often experience a loss of energy and motivation, which negatively affects their engagement in both academic and social activities. This lack of engagement can lead to feelings of isolation and detachment, further exacerbating psychological distress. Over time, these feelings may evolve into hopelessness and low self-worth, which are key characteristics of depressive symptoms.

Cynicism toward academic activities also contributes to declining mental health (Stavrova & Ehlebracht, 2018). As students become increasingly disengaged and develop negative attitudes toward their studies, they may begin to perceive their academic efforts as meaningless or overwhelming. This cognitive shift reduces their sense of purpose and satisfaction, leading to increased frustration and emotional instability. Such negative perceptions can intensify feelings of anxiety, particularly when students feel unable to meet expectations or fear academic failure.

Furthermore, reduced academic efficacy or the belief that one is incapable of achieving academic success can significantly impact mental health. When students perceive themselves as incompetent or unsuccessful, their self-confidence diminishes, leading to increased self-doubt and worry. This can create a vicious cycle in which poor academic performance reinforces negative self-perceptions, further contributing to anxiety and depressive symptoms.

In addition, burnout affects mental health through its influence on behavioral patterns. Students experiencing burnout are more likely to adopt maladaptive coping strategies, such as procrastination, avoidance, or withdrawal from academic responsibilities. These behaviors not only hinder academic performance but also increase stress levels, reinforcing the cycle of burnout and psychological distress. The lack of effective coping mechanisms further limits students' ability to recover from stress, making them more susceptible to long-term mental health problems.

The findings suggest that academic burnout affects mental health through a combination of emotional exhaustion, negative cognitive patterns, and ineffective coping behaviors. These interconnected mechanisms highlight the importance of addressing burnout not only as an academic issue but also as a critical mental health concern. By understanding why burnout leads to psychological distress, educators and institutions can develop targeted interventions to reduce stress, enhance coping strategies, and promote students' overall well-being.

Comparison with previous studies

The findings of this study are largely consistent with previous research on academic burnout and its impact on mental health, while also offering additional insights within the specific context examined. Similar to earlier studies, the present research confirms that academic burnout is a significant predictor of psychological distress among students. Prior studies, such as those conducted by Liu et al. (2023) and Pham Thi and Duong (2024), have also reported a strong association between burnout and negative mental health outcomes, indicating that students who experience higher levels of burnout are more likely to suffer from conditions such as Depression and Anxiety Disorder. The current findings reinforce this relationship, demonstrating that burnout consistently contributes to emotional and psychological difficulties across different student populations.

Furthermore, the role of emotional exhaustion identified in this study aligns with previous research emphasizing it as the most critical dimension of burnout. For example, Olson et al. (2025) highlighted that emotional exhaustion is strongly linked to increased stress levels and decreased

academic engagement. Similarly, this study finds that students experiencing high emotional fatigue are more prone to psychological strain and reduced well-being. This consistency suggests that emotional exhaustion is a universal component of burnout that significantly influences mental health outcomes regardless of context.

In terms of contributing factors, the present study supports the findings of Chong, Foo, and Chua (2025), who identified academic workload, lack of social support, and ineffective coping strategies as major predictors of burnout. This study similarly finds that excessive academic demands, family pressure, and unsupportive learning environments play a crucial role in increasing burnout levels. However, this research extends previous findings by highlighting the combined influence of both internal factors (such as motivation and personality) and external factors, offering a more integrated perspective on how burnout develops.

Additionally, while previous studies have often focused on specific variables in isolation, this study contributes by examining the interaction between burnout and multiple dimensions of mental health simultaneously. The findings indicate not only a general decline in psychological well-being but also specific increases in symptoms related to Stress, anxiety, and depression. This broader approach provides a more comprehensive understanding of how burnout manifests in students' mental health.

Despite these similarities, some differences are also observed. Compared to earlier studies that reported predominantly high levels of burnout, this study identifies a wider distribution, with many students experiencing moderate levels (L. Dyrbye & Shanafelt, 2016). This suggests that burnout may often exist as a gradual and progressive condition rather than an extreme state, highlighting the importance of early detection and intervention.

Overall, the comparison with previous studies demonstrates a strong alignment in the core findings while also emphasizing the unique contribution of this research in integrating multiple influencing factors and providing a more nuanced understanding of burnout levels. These results strengthen the existing body of literature and underscore the importance of addressing academic burnout as a critical factor in promoting students' mental health and well-being.

Contributing factors

The findings of this study highlight several key contributing factors that play a critical role in the development of academic burnout and its subsequent impact on students' mental health. Among these, academic overload, lack of social support, and poor time management emerge as the most influential elements, all of which interact through underlying psychological mechanisms that intensify emotional and cognitive strain.

Academic overload is one of the primary drivers of burnout. Students are often required to manage heavy coursework, multiple assignments, and strict deadlines simultaneously (Miller & Schmidt, 2021). This continuous demand creates a state of prolonged stress, where students feel overwhelmed by the volume and complexity of academic tasks. Over time, this excessive workload exceeds their coping capacity, leading to fatigue and a decline in motivation. When such conditions persist without adequate recovery, students begin to experience emotional exhaustion, which is a core component of burnout.

In addition to workload, the lack of social support significantly contributes to students' vulnerability to burnout. Social support from peers, family, and educators plays a crucial role in buffering stress and promoting psychological resilience. When students feel isolated or unsupported, they are less likely to share their difficulties or seek help, which can intensify feelings of pressure and helplessness. This absence of emotional and practical support exacerbates stress levels and accelerates the progression from manageable strain to severe burnout.

Poor time management is another critical internal factor that amplifies academic stress (Nakalema & Ssenyonga, 2013). Students who struggle to organize their schedules, prioritize tasks, or balance academic and personal responsibilities are more likely to fall behind in their work. This often leads to last-minute efforts, increased pressure, and a sense of loss of control. As deadlines accumulate and

tasks remain incomplete, stress levels rise, contributing to a cycle of procrastination and anxiety that further deepens burnout.

These contributing factors operate through a clear psychological mechanism that explains how burnout develops and affects mental health. The process typically begins with prolonged exposure to stressors, such as excessive workload and inadequate support (MacDonald, 2003). This sustained stress gradually depletes students' emotional and cognitive resources, leading to emotional exhaustion. As exhaustion increases, students may develop negative attitudes toward their academic activities, resulting in cynicism and disengagement. Over time, this condition can evolve into more serious psychological disturbances, including Stress, Anxiety Disorder, and Depression.

Furthermore, this mechanism often becomes cyclical in nature. As students experience burnout, their academic performance may decline, which in turn increases stress and reinforces negative emotions. Without effective intervention, this cycle can persist and worsen, leading to long-term mental health consequences.

Implications

From a theoretical perspective, this study expands existing knowledge by providing a more comprehensive understanding of the relationship between academic burnout and mental health outcomes. By integrating both internal and external contributing factors, the research enriches current psychological and educational frameworks related to stress, coping, and student well-being. It reinforces the conceptualization of burnout as a multidimensional construct and demonstrates how prolonged academic stress can lead to psychological conditions such as Stress, Anxiety Disorder, and Depression. Furthermore, this study contributes to the literature by highlighting the interaction between environmental pressures and individual characteristics, offering a more holistic model that can be used as a foundation for future research in both psychology and education.

From a practical standpoint, the findings of this study provide valuable insights for educational institutions in designing effective interventions to reduce academic burnout. Schools and universities can use these findings to develop strategies such as workload management, curriculum adjustments, and the provision of academic support services to help students cope with academic demands (Scully & Kerr, 2014). Additionally, the study underscores the importance of implementing mental health awareness programs within educational settings. Such programs can help reduce stigma, promote early identification of psychological distress, and encourage students to seek professional support when needed.

Moreover, the results offer guidance for students in managing stress and preventing burnout. By understanding the factors that contribute to burnout, students can adopt more effective coping strategies, such as improving time management, seeking social support, and maintaining a healthy balance between academic and personal life. These practical applications not only aim to enhance students' academic performance but also promote their overall psychological well-being.

Conclusion and implication

The study on academic burnout and its impact on mental health provides important insights into the prevalence, causes, and consequences of burnout among students. The findings reveal that academic burnout is a widespread phenomenon, with many students experiencing moderate to high levels of emotional exhaustion, cynicism, and reduced academic efficacy. Statistical analysis confirms that academic burnout has a significant negative effect on students' mental health, indicating that increased burnout levels are closely associated with higher levels of psychological distress. In particular, students experiencing burnout are more vulnerable to conditions such as Stress, Anxiety Disorder, and Depression. These results highlight that burnout is not only an academic issue but also a serious mental health concern that requires immediate attention. Furthermore, the study identifies several key contributing factors to academic burnout, including academic overload, lack of social support, and poor time management. These factors interact through a psychological mechanism in which prolonged

exposure to stress leads to emotional exhaustion and eventually to mental health problems. Both internal factors, such as motivation and coping abilities, and external factors, such as academic demands and environmental pressures, play a crucial role in shaping students' experiences of burnout. This comprehensive understanding emphasizes the complexity of burnout and the need for multifaceted approaches to address it effectively. In terms of implications, this study contributes theoretically by expanding the understanding of academic burnout within the fields of psychology and education. It integrates various influencing factors into a unified framework, thereby enriching existing literature on student well-being and stress management. The study also reinforces the importance of viewing burnout as a multidimensional construct that significantly affects mental health outcomes. Overall, this study underscores the urgent need to address academic burnout through collaborative efforts between students, educators, and institutions. By prioritizing both academic success and psychological well-being, it is possible to create healthier educational environments that support students in achieving their full potential while maintaining their mental health.

References

- Bruce, S. P. (2009). Recognizing stress and avoiding burnout. *Currents in Pharmacy Teaching and Learning*, 1(1), 57–64.
- Bucea-Manea-Țoniș, R., Bucea-Manea-Țoniș, R., Simion, V. E., Ilic, D., Braicu, C., & Manea, N. (2020). Sustainability in higher education: The relationship between work-life balance and XR e-learning facilities. *Sustainability*, 12(14), 5872.
- Cheng, J., Zhao, Y. Y., Wang, J., & Sun, Y. H. (2020). Academic burnout and depression of Chinese medical students in the pre-clinical years: the buffering hypothesis of resilience and social support. *Psychology, Health & Medicine*, 25(9), 1094–1105.
- Dyrbye, L. N., Power, D. V., Massie, F. S., Eacker, A., Harper, W., Thomas, M. R., Szydlo, D. W., Sloan, J. A., & Shanafelt, T. D. (2010). Factors associated with resilience to and recovery from burnout: a prospective, multi-institutional study of US medical students. *Medical Education*, 44(10), 1016–1026.
- Dyrbye, L., & Shanafelt, T. (2016). A narrative review on burnout experienced by medical students and residents. *Medical Education*, 50(1), 132–149.
- Farradina, S., Fadhli, T. N., & Azmansyah, D. (2019). Psychological resilience predicted by personality traits, locus of control and self-regulation of young entrepreneurs in Pekanbaru. *Global J. Bus. Soc. Sci. Review*, 7(1), 1.
- Ferrão, M. E., & Almeida, L. S. (2019). Student's access and performance in the Portuguese Higher Education: Issues of gender, age, socio-cultural background, expectations, and program choice. *Avaliação: Revista Da Avaliação Da Educação Superior (Campinas)*, 24(02), 434–450.
- Hosseinkhani, Z., Hassanabadi, H.-R., Parsaeian, M., Karimi, M., & Nedjat, S. (2020). Academic stress and adolescents mental health: A multilevel structural equation modeling (MSEM) study in northwest of Iran. *Journal of Research in Health Sciences*, 20(4), e00496.
- Jennings, P. A. (2011). Promoting teachers' social and emotional competencies to support performance and reduce burnout. *Breaking the Mold of Pre-Service and Inservice Teacher Education: Innovative and Successful Practices for the 21st Century*, 133–143.
- Kotter, J. P. (2008). *A sense of urgency*. Harvard Business Press.
- Koutsimani, P., Montgomery, A., & Georganta, K. (2019). The relationship between burnout, depression, and anxiety: A systematic review and meta-analysis. *Frontiers in Psychology*, 10, 429219.
- Lakey, B., & Orehek, E. (2011). Relational regulation theory: a new approach to explain the link between perceived social support and mental health. *Psychological Review*, 118(3), 482.
- Lee, M., Lee, K., Lee, S. M., & Cho, S. (2020). From emotional exhaustion to cynicism in academic burnout among Korean high school students: Focusing on the mediation effects of hatred of academic work. *Stress and Health*, 36(3), 376–383.
- Lin, F., & Yang, K. (2021). The external and internal factors of academic burnout. *2021 4th International Conference on Humanities Education and Social Sciences (ICHESS 2021)*, 1815–1821.
- MacDonald, W. (2003). The impact of job demands and workload on stress and fatigue. *Australian Psychologist*, 38(2), 102–117.
- Miller, L. A., & Schmidt, J. R. (2021). The effects of online assignments and weekly deadlines on student outcomes

- in a macroeconomics course. *The American Economist*, 66(1), 46–60.
- Mishra, P., Pandey, C. M., Singh, U., Keshri, A., & Sabaretnam, M. (2019). Selection of appropriate statistical methods for data analysis. *Annals of Cardiac Anaesthesia*, 22(3), 297–301.
- Nakalema, G., & Ssenyonga, J. (2013). Academic stress: Its causes and results at a Ugandan University. *African Journal of Teacher Education*, 3(3).
- Nassar, A. K., Reid, S., Kahnamoui, K., Tuma, F., Waheed, A., & McConnell, M. (2020). Burnout among academic clinicians as it correlates with workload and demographic variables. *Behavioral Sciences*, 10(6), 94.
- Phellas, C. N., Bloch, A., & Seale, C. (2011). Structured methods: interviews, questionnaires and observation. *Researching Society and Culture*, 3(1), 23–32.
- Portoghese, I., Leiter, M. P., Maslach, C., Galletta, M., Porru, F., D'Aloja, E., Finco, G., & Campagna, M. (2018). Measuring burnout among university students: factorial validity, invariance, and latent profiles of the Italian version of the Maslach Burnout Inventory Student Survey (MBI-SS). *Frontiers in Psychology*, 9, 2105.
- Rahmati, Z. (2015). The study of academic burnout in students with high and low level of self-efficacy. *Procedia-Social and Behavioral Sciences*, 171, 49–55.
- Scully, G., & Kerr, R. (2014). Student workload and assessment: Strategies to manage expectations and inform curriculum development. *Accounting Education*, 23(5), 443–466.
- Seidler, A., Thinschmidt, M., Deckert, S., Then, F., Hegewald, J., Nieuwenhuijsen, K., & Riedel-Heller, S. G. (2014). The role of psychosocial working conditions on burnout and its core component emotional exhaustion—a systematic review. *Journal of Occupational Medicine and Toxicology*, 9(1), 1–13.
- Stavrova, O., & Ehlebracht, D. (2018). Education as an antidote to cynicism: A longitudinal investigation. *Social Psychological and Personality Science*, 9(1), 59–69.