

An Examination of the Relationship between Academic Burnout and Academic Achievement

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Abstract

College students face a variety of stressors that can impact their mental and physical well-being. It has been estimated that academic burnout affects roughly one-third of college students and is associated with emotional and physical exhaustion, apathy towards schoolwork, and difficulty concentrating. While the negative consequences of burnout are well documented, most studies on burnout have focused on the experiences of burnout in professional working environments. Seeking to address this gap in the literature, the present study assesses factors associated with academic burnout and its effect on academic achievement among a sample of over 270 college students. Consistent with previous studies, results also indicated that college students who reported lower levels of academic achievement and social support reported to experience higher levels of academic burnout. Results also revealed that college students who reported higher levels of social support had higher levels of academic achievement. Based on the findings, implications, and practices to prevent issues associated with academic burnout among college students are discussed.

Keywords: academia, college, social support, stressors, students