The International Journal of Indian Psychology
ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print)
Volume 12, Issue 4, October - December, 2024
DIP: 18.01.099.20241204, DOI: 10.25215/1204.099
https://www.ijip.in

Research Paper

A Study on Examining Academic Burnout among Indian College Students

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ABSTRACT

The objective of this study is to understand the relationship between personality traits, self-esteem, and self-efficacy with academic burnout among Indian college students. A total of 316 Indian college students, who completed the Copenhagen Burnout Inventory-Student Version, Big Five Personality-2, Rosenberg Self-esteem scale and General Self-Efficacy measure, were enrolled. Stepwise multiple linear regression analysis identified Indian college students' experiences with all four dimensions of academic burnout, namely personal burnout, studies-related burnout, teacher-related burnout, and colleague-related burnout, are significantly influenced by their Big Five personality traits (with the exception of open-mindedness for personal burnout), self-esteem, and self-efficacy. Interestingly, self-efficacy and self-esteem have shown to be significant but not always clear predictors of the four dimensions of academic burnout.

Keywords: *Personality traits, self-esteem, self-efficacy, academic burnout, Indian college students*

Students may encounter incompatibility of their mental growth with their bodily changes or with the social environment during college years point due to rapid physical and mental development, and so suffer from issues resulting from insufficient adaptations (Kumar & Bhukar, 2013). Inevitably, lack of balance between academics and other aspects in one's life can lead to immense amount of academic stress. Furthermore, this academic stress can lead to academic burnout.

During the college years, a student is exposed to various academic, co-curricular, and extracurricular challenges. A student is said to be in the process of preparing for the work life, thus, all these new experiences are unavoidable and important to most extents. However, if the student lacks the ability to balance between academics with other domains or his/her life, the feeling of overwhelm takes place which causes stress that is later intensified into academic burnout.

All these experiences play a major role in affecting an individual's mental health. Many students find college to be a stressful experience. Aside from academic pressure, some

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Received: September 19, 2024; Revision Received: November 05, 2024; Accepted: November 09, 2024

students must deal with the arduous chores of separation and individuation from their families of origin, while others must balance several career and family responsibilities. Many college students encounter the onset of mental health and substance use problems, or an aggravation of their symptoms, in this environment (Pedrelli et al., 2015). According to research conducted by Pedrelli et al. (2015) that focuses on mental health problems and their treatments in college students highlighted that mental health disorders like generalized anxiety disorder, depression, suicide, eating disorders, attention deficit hyperactivity disorder, autism spectrum disorders and substance abuse disorders are quite prevalent in college students.

There is also increased amount of competition in college. All these factors contributed towards increased academic burnout in college students (Shin et al., 2011). Burnout is a state of physical, mental and emotional exhaustion because of stress. Burnout is a syndrome characterized by emotional exhaustion, a tendency toward depersonalization, and a sense of low personal accomplishment that most commonly affects people who work in the medical field; in other words, it is a syndrome characterized by emotional exhaustion, depersonalization, and diminished personal accomplishment (Maslach et al., 2001; Yang, 2004).

Although students are not workers in the traditional sense, their studies do include structured tasks such as attending class and submitting assignments, which might be considered "work" from a psychological standpoint. Students are increasingly being recognized as having burnout symptoms and experiencing significant degrees of burnout (Balogun et al., 1996; Jacobs and Dodd, 2003).

There have been a significant number of research that focuses on organizational settings and burnout because of issues like excessive workloads and perceived lack of control at jobs. Relatively less studies have focused on burnout because of academic stress. This study focuses on understanding the relationship of Academic Burnout with different factors in college students. The different factors that are being studied together are personality traits, self-efficacy, and self-esteem.

The Big Five Personality model (Costa & McCrae, 1992) proposes that personality differences can be explained by a set of five characteristics.

Conscientiousness is a personality trait that shows one's level of self-control and self-discipline. Individuals that are highly conscientious are meticulous, thorough, accountable, organized, and scrupulous in their planning of events in their lives (Roccas et al., 2002). Furthermore, conscientious people are more diligent, organized, and behave responsibly toward others when they follow norms (Roberts et al., 2009). People who are reckless, disorganized, and unscrupulous are at the other extreme of the spectrum (Roccas et al., 2002). Further, this personality trait is extremely important in the workplace, which is why it is sometimes referred to as the "work dimension" (Tett & Burnett, 2003).

The sociability of a person is measured by "extraversion." Extraverts are vivacious, upbeat, pleasant, aggressive, and gregarious (McCrae & John, 1992). Introverts, on the other hand, who have a low expression of this element, are reserved, socially autonomous, and have a fluctuating work tempo, albeit they are not slow (McCrae & John, 1992; Tett & Burnett, 2003). Extraverts may be more heavily influenced by social interaction and social support because they rely on social support in stressful situations (Amirkhan et al., 1995), and the

perceived accessibility to such social support determines how well extraverts can cope with negative stressful situations (Swickert et al., 2002).

Intellectual curiosity, divergent thinking, a readiness to consider new ideas, and a good imagination are all attributes that contribute to "openness to experience" factor. Individuals with a high level of openness to experience think differently and independently, whereas those with a low level of openness to experience are more traditional and prefer the familiar (McCrae & John, 1992; Tett & Burnett, 2003). Individuals that are open to experience actively seek out novel or even wholly new experiences (Aluja et al., 2003; Giluk & Postlethwaite, 2015; McCrae & Costa, 1987). Individuals with a high score on this attribute also appreciate the process of experimenting with and learning new ideas and ways.

Agreeableness is linked to positive social interaction, such as those who are trusting, helpful, soft-hearted, and sympathetic; on the other hand, a low degree is related with persons who are mistrust, aggressive, skeptical, uncooperative, and unhelpful (McCrae & John, 1992; Tett & Burnett, 2003). Kind, compassionate, trusting, honest, and altruistic people are more likely to be pleasant, according to research (Goldberg, 1990; Kalshoven et al., 2011; McCrae and Costa, 1987). In essence, it's a personality attribute that has to do with how people approach interpersonal relationships, and agreeable people are more pleasant, trusting, and concerned about others' well-being (Giluk & Postlethwaite, 2015). Individuals who are agreeable tend to avoid and provoke less conflict from others (Graziano & Tobin, 2009; Graziano et al., 1996).

Neuroticism is frequently referred to as "emotional stability" because it is a measure of an individual's emotional stability and personal adjustment. High degrees of neuroticism are shown in extreme mood swings and are associated with those who are extremely emotional. Individuals with low neuroticism, on the other hand, are peaceful, well-adjusted, and not prone to excessive inappropriate emotional states (McCrae & John, 1992; Tett & Burnett, 2003).

Self-efficacy relates to one's personal judgments about his or her performance capabilities in a certain realm of activity (Schunk, 1985). Efficacy beliefs are self-regulatory processes that can alter behavior, motivation, and stress levels when faced with difficult situations (Bandura, 1991). Individual efficacy assessments are most common when people are faced with new, unpredictable, or challenging jobs (Bandura, 1982). Multiple sources of efficacy knowledge combine to produce self-efficacy beliefs (Bandura, 1991). Enactive mastery (e.g., past performance accomplishments resulting from previous experiences or training), verbal persuasion (e.g., collaboration and performance-related corrective feedback), and physiological arousal (e.g., changes in emotional states such as anxiety, fear, or positive anticipation) are all important sources of this information (Bandura, 1982).

Self-esteem is a state of self-acceptance, personal appreciation, and subjective respect for oneself (Morganett, 2005). The distance between their picture of themselves and their ideal self is measured by self-esteem. We can determine an individual's level of self-esteem by examining the disparity between how they perceive themselves and the self they want to be (Pişkin, 2014). Self-esteem refers to a person's feelings of self-acceptance, personal appreciation, overall personality acceptance, and self-love (Adams and Gullota, 1989). Rosenberg (1965) defines self-esteem as an individual's negative and positive attitude toward themselves. According to him, self-esteem is the product of an individual's self-

evaluation. The amount of self-esteem is determined by the judgement reached as a result of self-evaluation. Self-esteem is the assessment of one's merit in relation to one's own identity. Although earlier studies have examined at the relationship between personality traits and academic burnout (Ghorpade, 2007; Soliemanifar & Shaabani, 2012; Lee et al, 2017) , there have been little effort involved in understanding the underlying mechanisms that link personality traits and conformity. The present study will look at self-esteem and self-efficacy as mediating variables to better understand the mechanism that relate self-esteem and conformity.

Academic burnout is similar to career burnout in that student in the learning process experience emotional tiredness, depersonalization, and a sense of poor personal success as a result of course stress, course load, or other psychological reasons (Balogun et al., 1996; Lingard et al., 2007; Yang, 2004; Zhang et al., 2007). Student burnout is similar to the syndrome that affects human service workers in that it can lead to increased absenteeism, a lack of enthusiasm to complete needed tasks, a larger percentage of dropouts, and so on (Meier and Schmeck, 1985). It is self-evident that student fatigue has a negative impact on academic performance.

A major finding in a study conducted by David (2010) to examine the relationship of personality and burnout in college students and studying the role of academic motivation shows that conscientiousness was the only personality trait that has a significant link to burnout.

Another study by Ghorpade et al. (2007) focused on personality traits and burnout in academia. The study stated that burnout can be influenced by a person's personality. It can be a resource in and of itself, a resource that allows an individual to acquire/save resources, or a barrier to deviant conduct because it can be a coping technique. Extraversion, conscientiousness, agreeableness, openness, and emotional stability are all desirable personality qualities.

Stress levels are lower in people with desirable personality attributes (Spielberger, 1972), since these people may fail to notice environmental demands or misinterpret them as challenge and/or excitement (Kobasa, 1979). In this sense, personality is a coping technique (Lazarus & Folkman, 1984). Also, favorable personality traits have been proved to be a stress-relieving resource (Antonovsky, 1979; Hobfoll, 1985). Personality's coping power, according to Hobfoll and Freedy (1993), is derived from its resource intensity. Both the ability to prevent resource loss and the ability to obtain additional resources are linked to desirable personality attributes (Hobfoll, 2001). Burnout, as a form of deviance, is linked to personality (e.g., Mount, Johnson, Ilies, & Barrick, 2002). "The presence of limitations or controls that hinder conduct determines whether a given stimulus leads to deviant behavior" (Robinson & Bennett, 1997). The provocation can be interpreted differently depending on one's personality (Cullen & Sackett, 2003).

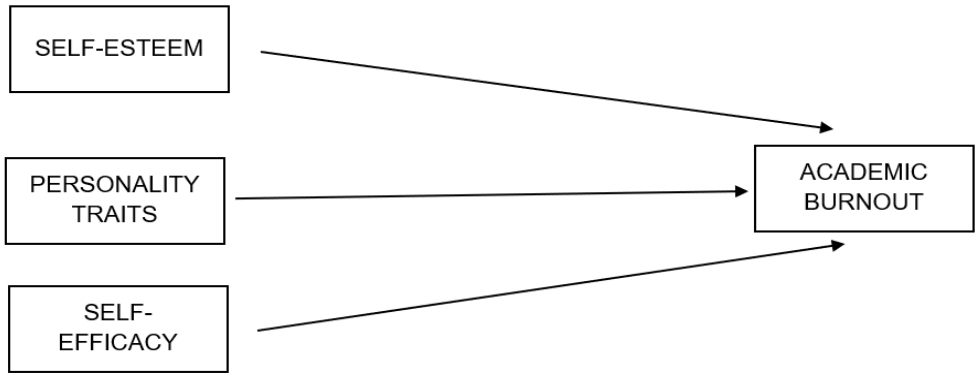
Students come to learning environments with a variety of backgrounds. Those experiences are closely reviewed creating information that is used to create judgments about present capabilities (Bandura, 1991). Successes in performance, especially when faced with adversity, increase efficacy beliefs, whereas setbacks cause doubt and erode self-belief in capability (Wood & Bandura, 1989). In general, therefore, past success with online learning technology would be predicted to lead to higher self-efficacy whereas poor past performance would likely to diminish self-efficacy.

Another study conducted by Charkhabi, Abarghuei, & Hayati (2013) to investigate the relationship between quality of learning experience and self-efficacy with academic burnout among undergraduate students found that there is a significant relationship between self-efficacy and academic burnout. As a result, when faced with academic difficulties and burnout, students who have a high level of self-efficacy do not give up and instead try to discover practical answers.

Yet another study focusing on assessment of student engagement among junior high school students and associations with self-esteem, burnout, and academic achievement conducted by Virtanen et al. (2016) found out that there is significant correlation between self-esteem, burnout, and academic achievement.

With the interpretations of the existing literature, this study tries to explore the effects and influence of different factors on academic burnout in college students from 18-25 years of age. All of experiences in college life like academics, extracurricular, co-curricular, social life and personal life have a significant impact on a person's mental health. College is a challenging experience for many individuals. Aside from academic pressures, some students must deal with the difficult tasks of separation and individuation from their families of origin, while others must juggle several professional and family obligations. In this atmosphere, many college students experience the onset of mental health and substance use problems, or a worsening of their symptoms. Thus, this study is relevant to study on the college population from 18-25 years of age.

Several existing studies have focused on the different factors, i.e., personality traits, self-esteem, and self-efficacy, and their effects on academic burnout. There are also studies that provide link between personality traits, self-efficacy and self-esteem. There is a literature gap between studying all four of these variables, i.e., personality traits, self-efficacy, self-esteem, and academic burnout. Thus, this study focuses on studying these variables.



Objectives of the current study

Main Objective

- Examining Academic Burnout in Indian college students.

Sub Objectives

- To identify the relationship between personality traits and academic burnout.
- To identify the relationship between self-efficacy and academic burnout.
- To identify the relationship between self-esteem and academic burnout.
- To identify which personality trait is more prone to academic burnout.

Hypothesis

- H_{01}: There is no significant relationship between personality traits and academic burnout.
    1. Personality trait openness to change will have no relationship with academic burnout.
    2. Personality trait conscientiousness will have no relationship with academic burnout.
    3. Personality trait extraversion will have no relationship with academic burnout.
    4. Personality trait agreeableness will have no relationship with academic burnout.
    5. Personality trait neuroticism will have no relationship with academic burnout.
- H_{02}: There is no significant relationship between self-efficacy and academic burnout.
- H_{03}: There is no significant relationship between self-esteem and academic burnout.

Scientific Tools

There are four variables in the research, thus, 4 different scales are used for data collection. The scales that are used are:

1. **The Copenhagen Burnout Inventory Student version (CBI-S)** has Personal Burnout (PB), Studies-Related Burnout (SRB), Colleague-Related Burnout (CRB), and Teacher-Related Burnout (TRB) as four subscales. "Always," "frequently," "occasionally," "rarely," and "never" were among the responses. Burnout scores of 50 to 74 are regarded moderate, 75–99 considered high, and a score of 100 is considered severe (Borritz et al., 2006). CBI-S has a high level of internal consistency (Cronbach's alpha = 0.943).
2. **The Big Five Inventory-2** was used to assess personality (BFI-2; Soto & John, 2017). The Big Five personality traits—Extraversion, Agreeableness, Conscientiousness, Negative Emotionality, and Open-Mindedness—are measured by the BFI-2, which consists of 60 items as well as 15 aspects. The domain alpha reliabilities for the Slovak BFI-2 ranged from 0.79 to 0.83 (M =0.82), according to the findings of descriptive and reliability analysis. BFI-2's convergent validity with NEO-FFI and TIPI was determined to be between 0.63 and 0.77 (M =0.856).
3. **The general self-efficacy** measure is a ten-item psychometrics scale designed to assess optimistic self-belief in one's ability to cope with a variety of life's challenges. The scale was created in Germany by Matthias Jerusalem and Ralf Schwarzer in 1981, first as a 20-item version and later as a shortened 10-item form by Sud, R. Schwarzer, and M. Jerusalem (1995). The test is a self-evaluation questionnaire consisting of ten statements linked to the circumstance. Cronbach's alpha values ranged from 0.76 to 0.90, with the majority hovering around 0.80. It's a four-point scale that ranges from ‘not at all true’ to ‘completely true’. The total score ranged between ten and forty points.
4. **The Rosenberg's Self-Esteem Scale (RSES; Rosenberg, 1989)** was used to measure self-esteem. It is a ten Likert-type scale items, self-reported global self-esteem scale that assesses feelings of self-worth and acceptance. Respondents indicate their level of agreement ranging from 1 (strongly disagree) to 4 (strongly agree). Thus, the possible total score can range from a minimum of 10 to a maximum of 40, higher scores reflecting more positive evaluation of self. It has a high level of internal consistency (Cronbach alpha=0.79).

METHODOLOGY

Sample

The data for this study was collected with convenience and snowball sampling methods. Participant were eligible to take part in this study if:

1. They are college students between 18-25 years of age.
2. They are not diagnosed with any mental health disorders.
3. They are Indian citizens/students.

The exclusion criteria for this study are:

1. The participants who are not falling in the mentioned age range.
2. The individuals who are not residing in India.
3. The individuals who are not studying in college.
4. The individuals with diagnosed psychological illness are not eligible for this study.

The sample size for the present research is 316.

Research Design

The research design for this research is quantitative correlational design. The research focuses on understanding the relationship between personality traits, self-efficacy, and self-esteem with academic burnout.

Procedure

The data was collected in online mode using google forms and according to the inclusion and exclusion criteria following ethical considerations. The tools were added in a google form along with the informed consent form for data collection.

Psychological Variables

- **Personality Traits:** Personality traits can be defined as the distinctive characteristic patterns given by Allport that helps in better understanding of an individual's beliefs, emotions and behavioral patterns.
- **Self-Efficacy:** Self-efficacy refers to students' views and attitudes about their capacities to succeed academically, as well as their belief in their capacity to complete academic assignments and understand the materials successfully.
- **Self-Esteem:** Self-esteem, according to this study, refers to how well a person knows his or her own academic talents and how others perceive that understanding.
- **Academic Burnout:** Academic burnout is an adverse emotional, physical, and mental reaction to prolonged study that causes fatigue, frustration, dissatisfaction, a lack of interest, and a reduction in academic competence.

RESULTS AND ANALYSIS

The present study aimed to examine academic burnout in Indian college students. The study also aims to understand the relationship of personality traits and academic burnout in the presence of self-esteem and self-efficacy in Indian college students. The sample size utilized for the study comprised of 316 participants.

The data was coded and analyzed using the IBM Statistical Package of Social Sciences (SPSS). The results will be understood via the following subheadings:

- Socio demographic details of the sample
- Descriptive statistics of the study variables
- Test of Normality for the study variables
- Correlation between relevant study variables
- Regression model for prediction of academic burnout
- Mediation analysis

Sociodemographic Details

Table 1 Sociodemographic profile of sample (N=316)

Variable	Categories	No. of Participants	%
Age	18-25	316	100
Gender	Male	84	26.5
	Female	229	72.4
	Prefer not to say	3	0.009
Nationality	Indian	316	100

A total of 316 responses were collected. The demographics (i.e., age, gender, nationality) for all participants were collected. This study majorly comprised of female participants (n=158, 65.8%). 22.9% of the participants did not have any sibling whereas the majority of the population had at least 1 sibling or more (77.1%). Table 1 depicts the demographic regarding gender and number of siblings.

Descriptive Statistics

Table 2 Descriptive Statistics of Variables Academic Burnout, Personality Traits, Self-Esteem, and Self-Efficacy

Variables	Mean	SD	Max	Min
Personal Burnout	19.53	4.090	30	6
Studies Related Burnout	20.75	4.838	35	8
Colleagues Related Burnout	16.95	5.121	30	6
Teacher Related Burnout	16.37	5.472	30	6
Open Mindedness	43.46	7.181	60	28
Conscientiousness	40.32	7.227	60	21
Extraversion	37.47	6.818	60	19
Agreeableness	43.28	7.226	60	20
Negative Emotionality	37.23	7.329	58	15
Self-Efficacy	29.97	4.783	40	14
Self-Esteem	27.63	5.731	40	13

The study included a total sample of 316 participants, whose scores were calculated on the variables personality traits, self-efficacy, self-esteem, and academic burnout. The means, standard deviations, minimum scores and maximum scores are shown in table 2.

Tests of Normality

Table 3 Shapiro-Wilk Normality Analysis for Study Variables

	Shapiro-Wilk		
Variables	**Statistic**	**df****	**Sig****
Personal Burnout	.981	316	.000
Studies Related Burnout	.994	316	.204
Colleagues Related Burnout	.983	316	.001
Teacher Related Burnout	.971	316	.000
Open Mindedness	.972	316	.000
Conscientiousness	.976	316	.000
Extraversion	.983	316	.001
Agreeableness	.981	316	.000
Negative Emotionality	.987	316	.006
Self-Efficacy	.981	316	.000
Self-Esteem	.983	316	.001

***df refers to degrees of freedom, **Sig. refers to significance*

Normality was tested using the Shapiro-Wilk test, for the variables academic burnout, personality traits, self-esteem, and self-efficacy. The results are shown in Table 3, and as per normality analyses, the data is normally distributed only for the variable of studies related burnout (df=316; significant at 0.05 level).

Correlational Analysis

Table 4 Spearman's Correlation Analysis of Variables

Variables	**Academic Burnout**			
	Personal Burnout	**Colleague Related Burnout**	**Studies Related Burnout**	**Teacher Related Burnout**
Self-Esteem	-.510**	-.311**	-.452**	-.383**
Self-Efficacy	-.220**	-.131*	-.234**	-.255**
Open Mindedness	-.106	-.270**	-.174**	-.365**
Conscientiousness	-.313**	-.327**	-.375**	-.366**
Extraversion	-.325**	-.321**	-.304**	-.304**
Agreeableness	-.219**	-.477**	-.244**	-.514**
Negative Emotionality	.644**	.258**	.430**	.267**

**Correlation is significant at the 0.05 level (2-tailed), **Correlation is significant at the 0.01 level (2-tailed).*

Spearman's correlation analysis was used to study the relationship between the four dimensions of academic burnout, namely personal burnout, colleague related burnout, studies related burnout, and teacher related burnout, and big five personality traits, self-esteem, and self-efficacy. Results indicated that personal burnout has significant negative relationship with self-esteem, self-efficacy, conscientiousness, extraversion, and agreeableness, and significant positive correlation with negative emotionality. Colleague

related burnout has significant negative correlation with self-esteem, self-efficacy, open-mindedness, conscientiousness, extraversion, agreeableness, and significant positive relationship with negative emotionality. Studies related burnout has significant negative correlation with self-esteem, self-efficacy, open-mindedness, conscientiousness, extraversion, agreeableness, and significant positive relationship with negative emotionality. Teacher related burnout has significant negative correlation with self-esteem, self-efficacy, open-mindedness, conscientiousness, extraversion, agreeableness, and significant positive relationship with negative emotionality. The findings are depicted in Table 4.

Regression Analysis

Table 5 Predicting Personal Burnout from Big Five Personality Traits, Self-Esteem, and Self-Efficacy

Model	Predictors	Std. β Coefficients	p-value	R^2	Model Fitness F(df); p-value
1	Negative Emotionality	.644	<.001	.415	222.338 (315); <.001
2	Negative Emotionality	.523	<.001	.446	125.739 (315); <.001
	Self-Esteem	-.214	<.001		
3	Negative Emotionality	.552	<.001	.465	90.218 (315); <.001
	Self-Esteem	-.285	<.001		
	Self-Efficacy	.165	.001		
4	Negative Emotionality	.569	<0.001	.473	69.720 (315); <.001
	Self-Esteem	-.247	<0.001		
	Self-Efficacy	.193	<0.001		
	Agreeableness	-.103	.028		

Table 6 Predicting Studies Related Burnout from Big Five Personality Traits, Self-Esteem, and Self-Efficacy

Model	Predictors	Std. β Coefficients	p-value	R^2	Model Fitness F(df); p-value
1	Self-Esteem	-.452	<0.001	.204	80.608 (315); <.001
2	Self-Esteem	-.307	<0.001	.249	51.860 (315); <.001
	Negative Emotionality	.256	<0.001		
3	Self-Esteem	-.220	.001	.271	38.599 (315); <.001
	Negative Emotionality	.246	<0.001		
	Conscientiousness	-.174	.002		
4	Self-Esteem	-.255	<0.001	.283	30.735 (315); <.001
	Negative Emotionality	.269	<0.001		
	Conscientiousness	-.230	<0.001		
	Self-Efficacy	.146	.020		

Table 7 Predicting Colleague Related Burnout from Big Five Personality Traits, Self-Esteem, and Self-Efficacy

Model	Predictors	Std. β Coefficients	p-value	R^2	Model Fitness F(df); p-value
1	Agreeableness	-.477	<0.001	.228	92.513 (315); <.001
2	Agreeableness	-.448	<0.001		55.506 (315);
	Negative Emotionality	.187	<0.001	.262	<.001
3	Agreeableness	-.505	<0.001		41.060 (315);
	Negative Emotionality	.252	<0.001		<.001
	Self-Efficacy	.173	.003	.283	
4	Agreeableness	-.467	<0.001		34.363 (315);
	Negative Emotionality	.213	<0.001		<.001
	Self-Efficacy	.228	<0.001	.307	
	Extraversion	-.182	.001		

Table 8 Predicting Teacher Related Burnout from Big Five Personality Traits, Self-Esteem, and Self-Efficacy

Model	Predictors	Std. β Coefficients	p-value	R^2	Model Fitness F(df); p-value
1	Agreeableness	-.514	<0.001	.264	112.660 (315); <.001
2	Agreeableness	-.484	<0.001		
	Negative Emotionality	.191	<0.001	.300	66.965 (315); <.001
3	Agreeableness	-.406	<0.001		
	Negative Emotionality	.196	<0.001		
	Open-Mindedness	-.154	.004	.318	48.405 (315); <.001

To understand the significant predictors of Personal Burnout, Studies Related Burnout, Colleagues Related Burnout, and Teachers Related Burnout, a stepwise multiple linear regression was carried out. For personal burnout, four models were found to be fitting the dataset. The first model comprised one predictor i.e. negative emotionality, which could explain 41.5% of the variance in personal burnout scores (β=.644, P<.001). The second model has two significant predictors, namely negatively emotionality (β=.523, P<.001) and self-esteem (β= -.214, P<.001). The second model explained 44.6% of the variance in personal burnout scores. Model 3 found three significant predictors, which are, negative emotionality (β=.552, P<.001), self-esteem (β= -.285, P<.001) and self-efficacy (β= .165, P=.001). This model could explain nearly 46.5% of the variance in personal burnout scores. Lastly, the fourth model found four predictors namely negative emotionality (β=.569, P<.001), self-esteem (β= -.247, P<.001), self-efficacy (β= .193, P<.001) and agreeableness (β= -.103, P=.028). This model could explain nearly 47.3% of the variance in personal burnout scores. The findings are depicted in Table 5.

For studies related burnout, four models were found to be fitting the dataset. The first model comprised one predictor i.e. self-esteem, which could explain 20.4% of the variance in studies related burnout scores (β=-.452, P<.001). The second model has two significant predictors, namely self-esteem (β=-.307, P<.001) and negative emotionality (β= .256, P<.001). The second model explained 24.9% of the variance in studies related burnout scores. Model 3 found three significant predictors, which are, self-esteem (β=-.220, P=.001), negative emotionality (β= .246, P<.001) and conscientiousness (β= -.174, P=.002). This model could explain nearly 27.1% of the variance in studies related burnout scores. Lastly, the fourth model found four predictors namely self-esteem (β=-.255, P<.001), negative emotionality (β= .269, P<.001), conscientiousness (β=-.230, P<.001) and self-efficacy (β= .146, P=.020). This model could explain nearly 28.3% of the variance in studies related burnout scores. The findings are depicted in Table 6.

For colleague related burnout, four models were found to be fitting the dataset. The first model comprised one predictor i.e. agreeableness, which could explain 22.8% of the variance in colleague related burnout scores (β=-.477, P<.001). The second model has two significant predictors, namely agreeableness (β=-.448, P<.001) and negative emotionality (β= .187, P<.001). The second model explained 26.2% of the variance in colleague related burnout scores. Model 3 found three significant predictors, which are, agreeableness (β=-.505, P<.001), negative emotionality (β= .252, P<.001) and self-efficacy (β= .173, P=.003). This model could explain nearly 28.3% of the variance in colleague related burnout scores. Lastly, the fourth model found four predictors namely agreeableness (β=-.467, P<.001), negative emotionality (β= .213, P<.001), self-efficacy (β= .228, P<.001) and extraversion (β= -.182, P=.001). This model could explain nearly 30.7% of the variance in colleague related burnout scores. The findings are depicted in Table 7.

For teacher related burnout, three models were found to be fitting the dataset. The first model comprised one predictor i.e. agreeableness, which could explain 26.4% of the variance in teacher related burnout scores (β=-.514, P<.001). The second model has two significant predictors, namely agreeableness (β=-.484, P<.001) and negative emotionality (β= .191, P<.001). The second model explained 30.0% of the variance in teacher related burnout scores. Lastly, model 3 found three significant predictors, which are, agreeableness (β=-.406, P<.001), negative emotionality (β= .196, P<.001) and open-mindedness (β= -.154, P=.004). This model could explain nearly 31.8% of the variance in teacher related burnout scores. The findings are depicted in Table 8.

DISCUSSION

The present study examined the link the big five personality traits, self-esteem, and self-efficacy with academic burnout among Indian college students. Bivariate correlations were used to determine significant associations between the Big Five personality traits, self-esteem, self-efficacy and the four burnout dimensions, namely personal burnout, studies related burnout, colleague related burnout, and teachers related burnout.

The findings of the analysis suggested that the Big Five personality traits (except open-mindedness for personal burnout), self-esteem, and self-efficacy play an important role in the experience of all four dimensions of burnout among Indian college students. The type of correlation, however, varies. Most of the studies were in accordance with what the posed hypotheses predicted. Additionally, to understand the link between the Big Five personality traits with the four dimensions of academic burnout by mediation (through self-esteem and self-efficacy), step wise multiple liner regression analysis were conducted.

The results of the analysis indicates the p-value< 0.01, thus indicating that there is a significant relationship between negative emotionality, self-esteem and self-efficacy with personal burnout, further indicating the rejection of null hypothesis; the p-value< 0.01, thus indicating that there is a significant relationship between self-esteem, negative emotionality and conscientiousness with studies related burnout, further indicating the rejection of null hypothesis; the p-value< 0.01, thus indicating that there is a significant relationship between agreeableness, negative emotionality, self-efficacy, and extraversion with colleague related burnout, further indicating the rejection of null hypothesis; and the p-value< 0.01, thus indicating that there is a significant relationship between agreeableness, negative emotionality, and open-mindedness with teachers related burnout, further indicating the rejection of null hypothesis.

It is interesting to note that negative emotionality has had repeatedly significant correlation with all four dimensions of academic burnout, namely, personal burnout, studies related burnout, colleague related burnout, and teacher related burnout. Similar findings has been observed in other studies examining a link between personality and student burnout (Jacobs & Dodd, 2003).

According to Clark (1993), a negative temperament or negative emotionality displays persistent stress and anxiety, the presence of strong negative emotions, and worrying, all of which have the potential to interfere with focus and disturb sleep. As a result, it may be inferred that someone with such a temperament may directly contribute to emotional tiredness as well as, to a lesser extent, depersonalization and a diminished sense of personal success, which lead to burnout.

On the other hand, the mediating variables self-esteem and self-efficacy has been found as significant but not always the predictors of the four dimensions of academic burnout. According to the results, self-esteem and self-efficacy are significant predictors of personal burnout, while only self-esteem is a significant predictor of studies related burnout, only self-efficacy is an important predictor of colleague related burnout, and none is a significant predictor of teachers related burnout. Further studies can be conducted in understanding the factors contributing to the difference.

CONCLUSION

This study has implications for individuals in higher education, especially college students. Given the negative effects of academic burnout on various aspects of life, such as academic achievement, academic motivation, academic stress, and so on, faculty members, counsellors, and others who interact with students can provide additional support by encouraging students to confront the causes of academic burnout and assisting them in developing effective coping strategies. Institutions must also determine whether their actions cause academic or other stress to students. Teachers might think about designing curriculum around students' interests and substituting traditional exams with summative projects that allow for authentic evaluation. Stress management training should be included in college orientation programs, according to college administrators.

An intervention program could be established in order to help reduce increases in academic stress and/or aid them to cope with emotional weariness, depersonalization, and inefficacy. Universities could add life skill courses, for example, "stress management" courses to mandatory courses or incorporate the concept of "stress management" into other courses to teach students how to better handle academic stress, including coping mechanisms.

Students should also be aware of the school services available to assist them in dealing with these issues. A better approach may be to use a stress management workshop tailored to the pressures faced, with the goal of assisting juniors and seniors in preparing their future career plans and providing required aid in their pursuit of further education and employment. While stress cannot be removed, we can and should do a better job of educating college students to deal with it in order to avoid academic burnout in the longer run. It is imperative to have a better understanding of the relationship between personality traits, self-efficacy, self-esteem, and academic burnout since this could be useful to university counselling centers in developing or upgrading their intervention programs.

A training program for teachers can also be prepared and conducted to help them understand and identify the early signs of burnout.

To conclude, the variables open-mindedness, conscientiousness, extraversion, agreeableness, negative emotionality, self-esteem, and self-efficacy have significant correlation with the four dimensions of academic burnout, namely, personal burnout, studies related burnout, colleague related burnout, and teachers related burnout in Indian college students. The magnitude of relationship and the nature of relationship may vary across different predictor variables and dimensions of academic burnout.

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Acknowledgement
The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest
The author(s) declared no conflict of interest.

How to cite this article: Arora, N. (2024). A Study on Examining Academic Burnout among Indian College Students. *International Journal of Indian Psychology*, *12*(4), 1070-1086. DIP:18.01.099.20241204, DOI:10.25215/1204.099