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Effects of Academic Burnout on Self-Efficacy among University Students

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ABSTRACT

Academic burnout is an extended state of mental, physical, and emotional fatigue, which is usually coupled with low motivation, poor academic performance, and a negative attitude towards self and others. In comparison, self-efficacy refers to an individual's confidence in the capacity to perform tasks and accomplish goals, including an individual's belief in controlling the behavior, controlling the environment, and the capacity to remain motivated. The current research study thus took an observational approach to the connection that existed between academic burnout and self-efficacy among college students. One hundred (100) undergraduate (50 males and 50 females) participants aged between 18 to 25 years at the University of Sindh, Jamshoro, volunteered to participate. Convenience sampling was used, and information regarding the demographic characteristics, including age, gender, education, residence, socioeconomic status, and academic performance (CGPA), was noted. Maslach Burnout Inventory-Student Survey (Maslach & Jackson, 1981) and the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) were used to evaluate academic burnout and self-efficacy, respectively. The analysis of the data was done using the Pearson correlation coefficient to examine the relationship between the variables and using an independent samples t-test to compare the difference between genders through the use of SPSS Version 22. The findings demonstrated that there is a significant negative correlation between academic burnout and self-efficacy (r = -0.490), emotional exhaustion and self-efficacy (r = -0.536), and cynicism and self-efficacy (r = -0.256), and a significant positive correlation between academic efficacy and self-efficacy (r = 0.455). Moreover, the results showed that there was insignificant gender variation in academic burnout (t = 0.206) and self-efficacy (t = -2.028). All these findings imply that the higher the academic burnout, the more the students lose confidence in their academic abilities, thus the need to implement psychological interventions to enhance the well-being and self-efficacy of students.

Keywords: *Burnout. Self-efficacy, Exhaustion, University, and Students*

INTRODUCTION

Life at a university is a life-changing stage in any student's life- full of independence, difficulties, and chances to improve as individuals and as students. As much as this time may be very exciting to many people, it is usually accompanied by stress, uncertainty, and excessive academic pressure. In the process of pursuing academic excellence and a promising future, the students are supposed to acquire important life skills, including the ability to manage their time, solve problems, and self-direct themselves. Whereas

there are individuals who take this transition with a great deal of enthusiasm, there are those who might be struggling with anxiety, self-doubt, and ultimately burn out in school (Schwarzer & Hallum, 2008).

In the academic environment, the students do not act as mere recipients of information. They are also active who developing as they continually interrelate with the environment they learn (Astin, 1984). Cognitive science and educational psychology provide insights into the necessity to know more about the way students learn, adapt, and react to academic challenges. In a nutshell, learning entails a permanent change in knowledge, behavior, or attitudes, which is enabled by the teachers by cultivating cognitive skills, conceptual knowledge, and reflective thinking (Sequeira, 2012). Critically, college learners would like to be given some autonomy and respect because they are adults. They want to feel involved, have the chance to discuss uncertainties, and have clear talking instructors, who apply pertinent examples and support a positive atmosphere in the classroom (Michael & Modell, 2003; Becker et al., 1990).

Metacognition, which encompasses the capacity to consider his or her thoughts and learning styles, is one of the key components in this learning process. This self-knowledge is a significant part of the way students control their academic practices and apply the knowledge in different situations. Active learning classrooms that promote social learning, thinking, and inquiry are likely to increase academic performance and intrinsic motivation of students.

Academic burnout is one of the factors that has been of great concern to performance among students in recent years. The term burnout was first coined by Freudenberger in the 1970s and referred to as emotional exhaustion among professionals who were experiencing a long-term stressful relationship with their clients (Freudenberger, 1997). Burnout in the academic context is manifested by continuous fatigue due to studying, the inability to connect with the academic work (also known as cynicism), and a feeling of incompetence or failure (Schaufeli et al., 2002; Zhang et al., 2007). According to Maslach and colleagues (1996), burnout is a mental state characterized by emotional exhaustion, depersonalization, and low feelings of personal achievement, usually as an outcome of sustained emotions and interpersonal pressure.

Academic burnout has become one of the major issues in the university due to its far-reaching effects. It cannot only negatively influence academic performance and concentration of a student, but also his or her emotional state, relationships with people, and even motivation at work (Neuman, 1990; Schaufeli et al., 2007). Burned-out students could become unable to have interest in their coursework, have difficulties with meeting deadlines, or lose touch with their peers and academic priorities (Zhang et al., 2018). Uncontrolled, burnout can also result in a re-evaluation of the chosen specialties by students and the loss of interest in studying, as well as the emergence of depressive and anxiety symptoms (Rotenstein et al., 2008; Hatonen et al., 2016).

On the other hand, self-efficacy can be described as an individual's perception that he or she is able to plan and take the necessary steps to attain desired results (Bandura, 1977). It is a personal belief that one is capable of having control over his or her motivation, behavior, as well as environment. Having high self-efficacy, students will have more ambitious academic expectations, will tolerate setbacks, and will be more confident and resilient in their work (Zimmerman & Kitsantas, 2005). In addition, self-efficacy is also crucial to emotional regulation, which can be used to guide students to regulate stress and anxiety by having the belief that they can cope with problematic academic situations (Bandura et al., 1999).

Studies indicate that students who have high self-efficacy are better placed to deal with the academic pressure and they are not prone to burnout. They show higher commitment, emotional strength, and confidence in their capabilities to succeed even when failure comes (Lent et al., 1994). Indeed, many studies have determined the negative relationship between self-efficacy and the level of burnout. Students with self-efficacy are better at tackling problems directly, persevering on their way to achieving their

goals, and avoiding feeling overly emotional after learning failures (Felaza et al., 2020; Charkhabi et al., 2013; Yu et al., 2015; Lee et al., 2020; Cazan, 2015).

On the other hand, in cases where students experience academic burnout, their interest levels are likely to drop. They can lose interest in their subjects, miss classes, and become more and more alienated from academic work. They lose their purpose, and most of them find it difficult to follow the course material (Yang & Farn, 2005). Research has affirmed that high self-efficacy is associated with low levels of academic burnout symptoms, thus demonstrating that self-efficacy is a protective factor against the adverse outcome of academic stress (Mohammadi et al., 2015). There is also more evidence that self-efficacy mediates the connection between academic stress and burnout, which gives students the power to go through the educational experience with a more stable emotional state and a stronger mental capacity (Hilal et al., 2022).

LITERATURE REVIEW

Academic burnout is an ailment that occurs when students go through a constant stream of academic pressure until they lose emotional energy, lose interest in their studies, and experience a loss of achievement. According to Schaufeli and others (2002), academic burnout was described as a psychological condition that is caused by excessive exposure to academic demands that result in loss of emotional and physical resources. Some researchers have delved into the way burnout has been developed within university settings, particularly in situations where students have to experience unrelenting working conditions and the pressure to achieve. Indicatively, Salmela-Aro and Upadyaya (2014) discovered that extended academic stress can eventually erode students, which consequently influences their mental health and academic performance. On the same note, Breso et al. (2007) also emphasized the fact that burnout can reduce the motivation of students that resulting in poor performance and high emotional distress.

According to Neumann (1990), it is critical to research burnout among students because it affects not only the academic performance of the students but also their relationship with faculty members and attitude towards education as a whole. Burnout has the potential to make students lose interest in school life, lose concentration, and performance deteriorates drastically (Schaufeli et al., 2007). In addition, emotional exhaustion will lead to students feeling more and more inclined to withdraw socially, both in the classroom and beyond the academic environment, which will further exacerbate their feelings of social isolation and stress (Zhang et al., 2018). Such experiences can, in the long term, kill interest in the field they have chosen and even make students rethink career choices in the future (Hatonen et al., 2016).

Self-efficacy is one of the factors that have been consistently linked to academic burnout and is defined as the belief that someone can address the challenges and can complete tasks (Bandura, 1997). Students who are faced with a case of burnout tend to lose confidence in their academic capabilities. Such loss of self-faith can subsequently diminish their drive and strength. According to Schaufeli et al. (2002), after self-efficacy starts to deteriorate, students are less effective in addressing their academic difficulties, hence strengthening the burnout cycle. Contrarily, those students who have higher self-efficacy will use more adaptive coping skills, including problem-solving and seeking support, which may shield against the adverse impact of stress (Schwarzer & Hallum, 2008).

Studies have indicated that self-efficacy can be a crucial factor in avoiding the possibility of developing burnout as well as encouraging emotional strength. Leong et al. (2020) stressed that both the reduction of burnout and the development of self-efficacy among students should become the primary concerns of educators, mental health professionals, and institutions. Some of the proposed measures include the incorporation of stress management programs, the provision of counseling services to the students, and encouraging feedback that enforces self-belief. Bakker et al. (2003) went further to assert that in the event

that burnout is not dealt with, there is a higher probability of the students developing negative beliefs about their academic capabilities, aggravating their performance as time goes by.

Feedback has also been seen as a strong mechanism of influencing self-efficacy. Pajares and Miller (1997) emphasized that when students get the appropriate and relevant feedback in time according to their efforts, it strengthens their confidence in their academic potential and also saves them from the emotional strain of burnout. Since burnout and self-efficacy go hand in hand with each other, any imbalance in either factor is bound to affect the other and will form a cycle that could either empower or disempower a student based on the support given.

These findings are not the only ones that have been made regarding the relationship between burnout and other psychological states. In one example, Rotenstein et al. (2008) found that burnout was usually also associated with a great deal of stress, anxiety, and depressive symptoms amongst students. The longitudinal study carried out by Salmela-Aro and Upadyaya (2014) demonstrated that the level of burnout increases with time, and the confidence of the students in their academic performance decreases correspondingly.

Severe contributions have been made through comparative and cross-cultural studies as well. According to Pajares and Miller (1997), high self-efficacy students are usually better prepared to deal with burnout because they have the capability of dealing with adaptive learning strategies. Conversely, learners who have low self-efficacy are susceptible to academic stress, thus falling into the trap of negative thinking and emotional burnout. Further cross-cultural studies (Zurita-Ortega et al., 2019) also demonstrated that cultural and institutional contexts may affect the relationship between burnout and self-efficacy, which may require context-related interventions.

Instructor and parental support are also very important factors for self-belief in the students. There was an argument by Levesque et al. (2007) that positive reinforcement by adults in the life of a student can go a long way in boosting the self-efficacy of the student, even when he or she is under a lot of academic pressure.

Intervention studies conducted recently have demonstrated fair results in solving these problems. Self-efficacy-enhancement program that was carried out by Breso et al. (2007), for example, not only contributes to alleviating burnout among students but also promotes their involvement and academic success. Qualitative research has given us one more dimension, where in-depth interviews have helped us to understand how burnout affects the self-perceptions of students emotionally. Numerous of them reported the sensations of powerlessness and anger, which were closely associated with their loss of control and self-esteem (Zurita-Ortega et al., 2019).

The longitudinal trends go on to support the notion that as students progress through the academic process, the challenges that build up on them may gradually erode their self-efficacy unless some effective interventions are implemented. The stronger the self-efficacy, the stronger the students can resist the pressure of burnout and stay positive academically.

Significance

The study helps in having a better comprehension of these two significant psychological concepts of academic burnout and self-efficacy, and the way they affect each other in the higher education setting. Through the analysis of this relationship, the research contributes to the understanding of emotional and cognitive challenges that most university students experience.

Also, it presents viable information on how to improve the support of students by institutions. It seeks to educate teachers, counselors, and policymakers on the need to implement early interventions, support systems, and student-centered approaches to enhancing self-efficacy and minimizing burnout.

Lastly, the subject of gender disparity in the case of burnout and self-efficacy is also discussed in this study, allowing future research and support services to focus on the needs of both male students and female students and adjust their methods accordingly.

Research Gap

Even though the relationship between academic burnout and self-efficacy is well studied, there are still a few critical gaps in the literature that are critical. The major weakness is that most of the current research studies are cross-sectional and, hence, do not reflect the dynamic, changing interaction between these two constructs over time. The longitudinal development and interrelation of academic burnout and self-efficacy are still understudied topics. Additionally, other conditions like stress levels, coping mechanisms, and the existence of social support systems can mediate or moderate this relationship, but are usually ignored. The requirement to be more definite about the best interventions that can be applied in order to prevent the problem of academic burnout and, at the same time, strengthen the self-efficacy of students is also present. The unexplored aspects of these dimensions could be the key to enhancing the theoretical knowledge and practical implementations of the strategies of the enhancement of students' academic and psychological well-being.

Study Scope

The study is conducted in a wide and comprehensive way to test the connection between academic burnout and self-efficacy in university students. The paper takes into account the differences in gender and different educational disciplines as well as socio-cultural backgrounds, which will give a complete analysis of whether they can affect academic performance and psychological well-being. Besides the direct relationship measures, the research examines the roles of institutional support, parental and teacher roles in establishing these experiences, as well as cultural values. It also evaluates the effectiveness of different interventions, like counseling services and stress management programs, in reducing burnout and self-efficacy. In the end, the research will provide evidence-based suggestions to be used by educators, mental health experts, and policymakers to improve academic support systems, thus facilitating a healthier and more productive learning experience among students.

Aims and Objectives

- To determine the frequency of academic burnout in students of a university.
- To find out the association between self-efficacy and academic burnout.
- To test the gender variations in the academic burnout and self-efficacy of both male and female students.

Hypotheses

1. Academic burnout will negatively correlate with self-efficacy among the students of a university.
2. Any student with greater burnout is likely to record low self-efficacy and vice versa.
3. There will be a large negative correlation between self-efficacy and emotional exhaustion.
4. Self-efficacy will have negative relations with cynicism.
5. Academic burnout will positively correlate with self-efficacy (Note: This hypothesis conflicts with other ones- please explain whether this is deliberate).
6. There will be gender differences in the encounter of academic burnout and self-efficacy.

Operational Definitions

Academic Burnout: A mental state of the students, which is characterized by the constant feeling of being tired of the academic demands, a cynical or impersonal approach to work-related activities, and the feeling of diminished academic skills.

Self-Efficacy: The confidence in the ability to plan and implement the activity needed to cope with future events and achieve certain academic objectives.

METHODOLOGY

Research Design: This paper is a quantitative correlational study. The strength and direction of the relationships between variables were calculated using Pearson correlation, whereas independent sample t-tests were applied to measure the gender difference. All the statistical analyses were performed on SPSS Version 22.0.

Sample: The sample was 100 students (50 males and 50 females) of age between 18-24 years pursuing their studies in different departments of the University of Sindh, Jamshoro. The minimum academic level of the participants was 16 years. It used the convenience sampling method.

Instruments

Demographic Form: The study asked the participants to answer general demographic questions, such as age, gender, educational background, socioeconomic status, and academic performance (e.g., GPA). The data were collected with consent.

Maslach Burnout Inventory -Student Survey (MBI-SS): A tool created by Maslach and Jackson (1981), the questionnaire measures student burnout in three dimensions, including Emotional Exhaustion, Cynicism, and Academic Efficacy. It includes items that have a 7-point Likert scale with 0 representing (Never) and 6 representing (Every Day). The higher the score on Emotional Exhaustion and Cynicism and the lower the score on Academic Efficacy, the more likely the burnout. The MBI-SS has also been found to have good internal consistency, where Cronbach's alpha values were 0.90 (Exhaustion), 0.76 (Cynicism), and 0.76 (Efficacy) (Maslach & Jackson, 1981).

General Self-Efficacy Scale (GSE): It is a 10-item scale developed by Schwarzer and Jerusalem (1995), assessing the general perceived self-efficacy in people. The rating of the items is performed on a 4-point Likert scale, where 1 (Not at all true) to 4 (Exactly true). The total scores are between 10 and 40, and the higher the score, the better the self-efficacy. The scale has shown to be extremely reliable, with the alpha of Cronbach varying from 0.76 to 0.90 (Schwarzer & Jerusalem, 1995).

Procedure

The process of data collection was initiated by making participants sign informed consents to be informed about the purpose of the study, the ethical issues, and the voluntary character of the participation. The participants were asked to fill in a form with demographic information and then take the MBI-SS and GSE scales. The questionnaires were offered in English because all the participants had adequate knowledge of the language to understand the content. They were asked to answer on their own and promised that their answers would be confidential and anonymous. On the survey completion, the participants were thanked and encouraged to cooperate and take part in the research.

Results

To interpret the results, descriptive statistics, correlation coefficient, and t-test were applied by using Statistical Package for Social Sciences (SPSS), Version 22, to see the relationship between the academic burnout and self-efficacy.

Table 1: Demographics of Respondents

Variables	Frequency	Percent
Age		

18-19	7	7.0%
20-21	27	27.0%
21-23	58	58.0%
24-25	8	8.0%
Total	100	100%
Gender		
Male	50	50.0%
Female	50	50.0%
Total	100	100%
Socioeconomic Status		
Low	4	4.0%
Middle	91	91.0%
High	5	5.0%
Total	100	100%

In Table 1, descriptive statistics, frequency was applied to find the characteristics of variables of demographic questions, which are shown in the given table, also showing the frequency and percentage of demographics.

Table 2: Mean and Standard Deviation of Variables

Scale	Mean	Std. Deviation
MBI-SS	61.54	13.519
General Self-Efficacy	29.47	6.059

MBI-SS = Maslach Burnout Inventory Student Survey

Table 2 shows the means and standard deviation of the Maslach Burnout Inventory Student Survey and General Self-efficacy. It shows that the mean of the Maslach Burnout Inventory Student Survey is 61.54 and its standard deviation is 13.519. The mean of General Self-efficacy is 29.47, and its standard deviation is 6.059. By comparing both scales' mean values, it is interpreted that the mean of the burnout inventory is greater compared to self-efficacy, which means participants score high on the burnout inventory and low on self-efficacy.

Table 3: Correlation of Maslach Burnout Inventory Student Survey and General Self-Efficacy

	MBI-SS	General Self-efficacy
MBI-SS	1	-.490**
Sig. (2-tailed)		.003

N		100	100
GSE		-.490**	1
	Sig. (2-tailed)	.003	
N		100	100

MBI-SS = Maslach Burnout Inventory Student Survey

GSE = General self-efficacy

Table 3 shows that there is a significant negative relationship between academic burnout and self-efficacy. Correlation coefficient of self-efficacy is -.490 at the significance level of <0.05. Hence, our hypothesis is proved with the above results that there is a negative relationship between academic burnout and self-efficacy. Which means that increased academic burnout will lead to decreased self-efficacy.

Table 4: Correlation between emotional exhaustion and self-efficacy

	Emotional Exhaustion	**General Self-Efficacy**
EE	1	-.536**
Sig. (2-tailed)		.000
N	100	100
GSE	-.536**	1
Sig. (2-ta	.000	
N	100	100

EE = Emotional Exhaustion

GSE = General Self-Efficacy

Table 4 shows that there is a significant negative relationship between emotional exhaustion and self-efficacy. Correlation coefficient of self-efficacy is -.536 at the significant level <0.001. Hence, our hypothesis is proved with the above results that there is a negative relationship between emotional exhaustion and self-efficacy. This means that increased emotional exhaustion will lead to a decrease in self-efficacy.

Table 5: Correlation between Cynicism and Self-efficacy

	Cynicism	**General Self-Efficacy**
Cynicism	1	-.265**
Sig. (2-tailed)		.008
N	100	100
GSE	-.265**	1

	Sig. (2-tailed)	.008	
N		100	100

GSE = General Self-Efficacy

Table 5 shows that there is a significant negative relationship between cynicism and self-efficacy. Correlation coefficient of self-efficacy is -.2.65 at the significant level <0.05. Hence, our hypothesis is proved with the above results that there is a significant negative relationship between cynicism and self-efficacy. Which means that increased cynicism will lead to a decrease in self-efficacy.

Table 6: Correlation between Academic Efficacy and Self-Efficacy

	Academic Efficacy	**General Self-Efficacy**
AE	1	.455**
Sig. (2-tailed)		.001
N	100	100
GSE	.455**	1
Sig. (2-tai	.001	
N	100	100

AE = Academic Efficacy.

GSE = General Self-Efficacy.

Table 6 shows that there is a significant positive relationship between academic efficacy and self-efficacy. Correlation coefficient of self-efficacy is .455 at the significance level <0.001. Hence, our hypothesis is proved with the above results that there is a positive relationship between academic self-efficacy. Which means that increased academic efficacy will also increase self-efficacy.

Table 7: Independent sample t-test for gender difference among academic burnout and self-efficacy

	Gender of Participants	**N**	**Mean**	**SD**	**T**
MBI-SS	Male	50	61.82	15.148	.206
	Female	50	61.26	11.816	.206
Self-Efficacy	Male	50	28.26	6.623	-2.028
	Female	50	30.68	5.227	-2.028

MBI-SS = Maslach Burnout Inventory Student Survey

Table 7 shows that there is a slight difference between males and females in academic burnout. The mean value of academic burnout of male participants is 61.82, and in females, it is 61.26, which indicates that there is a slight difference between the genders. Mean value of self-efficacy for males = 28.26 and females = 30.68, which indicates that is slight difference exists between both genders.

DISCUSSION

The harmful effects of academic burnout on student performance, involvement, and well-being have been reported in several studies, but the role of the construct on self-efficacy is poorly explored. In that way, the current research examined the relationship between academic burnout and self-efficacy in the population of undergraduate university students. Academic burnout is generally characterized by a loss of interest in academic work, problems with attending classes regularly, a lack of emotion when doing academic work, a sense of pointlessness, and an inability to comprehend academic content. Previous studies have indicated that burnout may adversely affect academic achievement, leading to poor grades, lack of concentration, and poor course engagement. Furthermore, burnout is able to negatively affect the relationships with others, where students who are emotionally drained can become socially withdrawn and develop poor interactions with peers and family, and can also lead to a student reconsidering their future academic or career choices, and it can have broader psychological and social consequences.

The current study investigated the correlation between academic burnout and self-efficacy, as well as whether there was a difference in gender in them and determined such as emotional exhaustion, cynicism, and academic efficacy. One hundred students (50 male and 50 female) of the University of Sindh, Jamshoro, were sampled, and the data were obtained based on two standardized scales, Maslach Burnout Inventory-Student Survey and General Self-Efficacy Scale. The analysis of the data was carried out using SPSS Version 22, including descriptive statistics, Pearson correlation, and independent samples t-test.

The findings yielded in favored the first hypothesis and proved that there was a negative correlation between self-efficacy and academic burnout. As an illustrative example, the higher the academic burnout was, the lower the self-efficacy scores were, which is in line with the prior investigations (Rohmani & Andriani, 2019). The second hypothesis, which states that students with a higher score on the burnout scale also have a lower self-efficacy score, was also supported. This negative correlation is consistent with other studies, which indicate that burnout has a negative impact on the feeling of academic competence (Alshamri et al., 2019). The third hypothesis was that there would be a negative relationship between self-efficacy and emotional exhaustion. This was also supported, indicating that self-efficacy could be a shield against emotional exhaustion in an academic setting, as the prior literature did (Sensiverino, 2023). The fourth hypothesis that was related to the negative correlation between cynicism and self-efficacy was also supported. This fact corresponds to the research results demonstrating that lower self-efficacy in students predisposes them to a cynical attitude toward educational tasks (Xuan Zhou, 2022). The fifth hypothesis state that the positive correlation between academic efficacy and self-efficacy, which was also confirmed, and it means that the stronger the level of self-efficacy, the stronger the belief in own academic competence. The prior studies emphasize that the higher the self-efficacy, the more resilient individuals are and the less prone to burnout they become, which supports their academic performance (Xuan Zhou, 2022).

Finally, the sixth hypothesis was based on the gender differences in self-efficacy and academic burnout. The results had a minor deviation: male students had a slightly higher burnout level as compared to female students, who had a high level of self-efficacy. This is in line with the results of Alshamri et al. (2019), who revealed similar patterns related to gender. These differences could arise due to the differences in coping styles, academic demands, and socio-cultural factors between the genders.

CONCLUSION

The analysis of the current study confirms the existence of a strong negative correlation between academic burnout and self-efficacy in the students of the university. With the increase in academic burnout, self-efficacy decreases and vice versa. The same happens with sub-dimensions like emotional exhaustion and cynicism, which also showed negative correlations with self-efficacy. On the other hand, the self-efficacy was positively associated with the academic efficacy. Gender differences were found:

burnout was a little bit higher in male students, and self-efficacy was higher in female students. The results of the study can serve as valuable information on the psychological well-being of students and the necessity to focus on burnout reduction strategies involving the promotion of self-belief and motivation in academia.

LIMITATIONS

Although it has given its contributions, there are some limitations to the present study that need to be recognized. First, only 100 participants were selected to be used as a sample, and this might not be a representative sample of the general student body, thereby limiting the generalizability of the results. Second, the research target population was limited to university students and did not include those at schools, colleges, and workplaces, which again significantly decreases the scope of the research findings. Third, this study was a cross-sectional study that cannot be used to determine the causality or over-time changes in burnout and self-efficacy. Finally, other factors that might have had an impact on the research, including academic pressure, coping styles, and social support systems, were not examined, thus missing out on the overall view of understanding the relationship between burnout and self-efficacy.

RECOMMENDATIONS

The studies in the future must seek to expand the research to other contexts that fall outside the university, such as schools, colleges, and workplaces. This would assist in giving a more structured knowledge of how burnout and self-efficacy present themselves in various educational and occupational settings. Research is also advised to examine these variables across different academic fields, given that different fields can be associated with different challenges that affect the student burnout and self-efficacy perceptions uniquely. The study of cultural aspects would provide insights into sociocultural factors that determine the way students respond to academic stress and their thoughts about their academic abilities. The researchers must focus on the creation and testing of specific interventions, including counseling services, stress management activities, and resilience training, to define which interventions work best to prevent academic burnout and promote self-efficacy. Besides, schools are advised to hire trained counselors or educational psychologists capable of offering systematic programs with the aim of enhancing emotional resilience, self-regulation, and coping skills.

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