

Research Article

Review the academic burnout and Its Relationship with Self-Esteem in Students of Medical Sciences University at Neyshabour

Amin Asghari¹, Seyedeh masoomeh Saadati^{1*}, Alireza GHodsi³, Fatemeh Aziz Fard¹

¹Students Research Committee, Neyshabour University of Medical Sciences, Neyshabour, Iran

^{1*}Department of Nursing, Neyshabour University of Medical Sciences, Neyshabour, Iran

³Department of Statistics, Hakim Sabzevari University, Sabzevar, Iran

***Corresponding author**

Seyedeh Masoomeh Saadati

Email: saadati.msnursing@gmail.com

Abstract: Self-esteem is one of the factors affecting academic achievement and academic burnout. The purpose of this study is to examine the relationship between academic burnout and self-esteem in the students of Medical Science University at Neyshabour. The method in this an analytical - descriptive study and all students of Neyshabour Medical Science University in all disciplines in second semester and higher (nursing, operating room, anesthesia and Health) participated in the study. Totally, 235students participated in the study. Demographic questionnaire, Rosenberg self-esteem questionnaire and Berso academic burnout questionnaire were used to collect data. The reliability and validity of the questionnaires were acceptable. SPSS version 18 was used to analyze the data. Findings showed significant negative correlation between academic burnout (in different areas and overall burnout) and self-esteem at the level of 1%. (P = 0.00, r = -0.49). T-test for independent samples showed that women and men have overall and identical self-esteem, academic burnout and inefficiency (p> 0.05). Academic burnout and apathy in men significantly is more than women (p <0.05). There was no significant difference between self-esteem and academic burnout(general and all areas) in single and married people, kind of academic discipline, semester, place of birth, type of residence, student organizations, residence, age, interest in education, probation records, conflicts of parents and history of psychiatric drugs. In conclusion Given the relationship between academic burnout and self-esteem, it is recommended to authorities to focus on increasing the self-esteem in students through establishing workshops.

Keywords: Self-esteem, questionnaires, psychiatric drugs

INTRODUCTION

University education periodic stressful due to presence of multiple factors, most of students are far from their families, towns or villages to educate in the university and are placed in a new environment which they might face emotional problems that affect their mental health [1]. Psychological factors are one of the crucial factors affecting the academic performance of students and academic burnouts including the important psychological characteristics that affect academic performance [2].

Burnout is a mental and emotional fatigue state caused by chronic stress syndrome such as overload role, pressure and time constraints and lack of resources to carry out assigned duties and tasks [3]. Researchers have studied burnout in multiple groups such as nurses, counselors, health care workers and others which is known as job burnout. However, this burnout state is developed in two educational opportunities and basic

and is called academic burnout [2, 4]. Academic burnout in student is the same as triple component of job burnout (Emotional burnout, apathy and reduced personal efficacy) [5].

In a study, Yang examined the burnout phenomenon among nurses, counselors and undergraduates and concluded that the average of students also experience this phenomenon [6]. Yang believes that students also prone to burnout due to engagement in assignments and are considered as an employee [7]. Students, who have academic burnout usually experience symptoms such as anorexia to lessons, inability to maintain a continuous presence in the classroom, not participating in classroom activities, feel meaningless in lesson activities and inability to learn lessons [2, 4, 8].

Neumann believes that academic burnout in students are one of the major universities research for

various reasons. The first reason is that academic burnout could be the key to understand the different behaviors of students such as academic performance during the study. The second reason is that academic burnout affects on students relationship with the colleges and universities. For example, academic burnout affects student's commitment to the university and their participation in scientific work after graduation. Third the academic burnout affect on student's motivation to continue their education [9]

Boudreau and his colleagues claim that academic burnout is related to stress, long hours of work with education, concerns and worries about grades, uncertainty about the future, low levels of control, low satisfaction of the imbalance between private life and professional life and low level of support from neighbors and friends [10]. Several factors are involved in the development of academic burnout including public and scientific activities (such as attending classes, writing article, study and exam) economic, social and individual pressure related to teachers and classmates, professional expectations and doubts about the usefulness of the study and future work [11], competition with classmates [12], disproportion between the sources and factors associated with student educational activities such as motivation and adaptive strategies to expect success in the educational environment [13].

Self-esteem is one the factors affecting academic achievement and academic burnout. Most commonly used definition of self-esteem is provided by Rosenberg in 1965: favorable and unfavorable attitudes towards themselves; so, self-esteem affects on the all aspects of people's lives and also their attitude towards their abilities [14]. In other words, the purpose of self-esteem is that people how to love and be satisfied with their performance, how to feel themselves especially in social and academic affairs and how to think about their ideal and the real levels [15]. There are also studies which show self-esteem is associated with academic achievement. O'Malley and Bachman quoting Baron (1991) founded that people with low self-esteem achieve lower grades in schools compared to students with high self-esteem [16].

A study in Iran showed a positive significant relationship between self-esteem and academic achievement [17]. It should be noted majority of studies carried out in relation to self-esteem and academic performance or academic burnout, and so far based on searches made by researchers, the relationship between self-esteem and academic burnout has not been investigated and because nursing is one of the most stressful jobs and review of studies show that job burnout is high in this group [18]. Also, considering the importance of the nursing profession and the health of

the population on public health and consequently lack of enough information in this area, this study aimed to investigate the relationship between self-esteem and academic burnout in the students of medical sciences university.

METHODOLOGY

This is an analytical - descriptive study and all students of Neyshabour Medical Science University in all disciplines in second semester and higher (nursing, operating room, anesthesia and Health) participated in the study. The criteria to participate in the study were consent, lack of mental disorders and not guest students. Totally, 235 people participated in the study. demographic questionnaire, Rosenberg self-esteem questionnaire including 10 general sentences with five negative and five positive sentences in four-option likert scale (strongly agree, agree, disagree, strongly disagree) from zero to three were used to gather data. Scores 10-25 show low self-esteem, 25-35 shows middle self-esteem and higher than 35 shows high self-esteem. Reliability of the questionnaire was 0.74 by Cronbach's alpha coefficient and was reported in the range of 0.82 - 0.88 by retest [19]. Also academic burnout questionnaire of Besro et al was used to determine the academic burnout which examines three areas of academic burnout such as educational fatigue, education apathy and educational inefficiency. Mentioned questionnaire has 15 items. Educational fatigue has five items. Educational apathy has four items and educational insufficiency has six items and is ranked based on 5-point Likert from 5 to 1 respectively (strongly agree, agree, no idea, strongly disagree and disagree). The maximum score is 75 (maximum burnout), the average score is 45 and the minimum score is 15 (minimum burnout). Reliability of the questionnaire has been reported by its creators respectively 0.70, 0.85 and 0.72 for three domains of academic burnout (17). SPSS version 18 software was used to analyze data. Descriptive statistics method and Pearson correlation, t-test and ANOVA were used to examine the relationship between the variables.

FINDINGS:

63.4% of participants were female and 83% were single. The number of participants in each group was respectively, 38.7% nursing, 32.3% anesthesia, 21.3% operating room and 7.7% health. 29.4% of participants were in second Semester. Findings showed that the self-esteem in students is an average of 30.87 and academic burnout in educational fatigue is average 15.3. The average of inefficiency were 14.22 and the average of educational apathy was 12.02 and showed low level (Table A). There is a significant negative correlation between academic burnout (in different areas and overall fatigue) and self-esteem is at 1% level. ($P = 0.00$, $r = -0.49$) (Table II). T-test for independent samples showed that women and men have overall and

identical self-esteem academic burnout and inefficiency ($p > 0.05$). Academic burnout and apathy in men significantly is more than women ($p < 0.05$). There was no significant difference between self-esteem and academic burnout (general and all areas) in single and

married people, kind of academic discipline, semester, place of birth, type of residence, student organizations, residence, age, interest in education, probation records, difference of parents and history of psychiatric drugs.

Table 1: The average self-esteem and academic burnout

	No	Minimum	Maximum	Average	Deviation Standard
Self-esteem	235	16.00	40.00	30.8765	5.04843
fatigue	235	5.00	25.00	15.3114	4.26176
inefficiency	235	6.00	25.86	14.2235	3.93584
apathy	235	4.00	20.00	12.0265	3.66010
Burnout	235	15.00	70.86	41.5614	9.61482
Number	235				

Table 2: Correlation of self-esteem and academic burnout

	Pearson Correlation	Self-esteem	fatigue	inefficiency	apathy	burnout
Correlation Coefficient		1	-0.326**	-0.492**	-0.380**	-0.490**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	Nov	235	235	235	235	235

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

Table 3: The relationship between self-esteem and academic burnout by sex

		Leven		t-test		
		F	Sig.	T	Df	Sig. (2-tailed)
Self-esteem	Equal variances assumed	0.780	0.378	1.224	233	0.222
	Equal variances not assumed			1.239	184.011	0.217
Fatigue	Equal variances assumed	0.308	0.579	2.283	233	0.023
	Equal variances not assumed			2.278	176.289	0.024
inefficiency	Equal variances assumed	0.180	0.672	-0.987	233	0.324
	Equal variances not assumed			-0.991	179.173	0.323
apathy	Equal variances assumed	5.925	0.016	2.613	233	0.010
	Equal variances not assumed			2.714	198.294	0.007
burnout	Equal variances assumed	2.911	0.089	1.586	233	0.114
	Equal variances not assumed			1.623	190.145	0.106

Table 3: The average self-esteem and academic burout by sex

	Sex	No	Average	Standard deviation	Std. Error Mean
Self- esteem	Male	86	31.4067	4.90045	0.52843
	female	149	30.5705	5.12315	0.41970
fatigue	male	86	16.1395	4.24586	0.45784
	female	149	14.8334	4.21123	0.34500
inefficiency	male	86	13.8898	3.90707	0.42131
	female	149	14.4161	3.95259	0.32381
apathy	male	86	12.8376	3.28944	0.35471
	female	149	11.5584	3.78991	0.31048
burnout	male	86	42.8669	9.05959	0.97692
	female	149	40.8079	9.87230	0.80877

DISCUSSION:

This study aimed to evaluate the academic burnout and self-esteem and their relationships with each other in the paramedical students. The data showed

a significant negative relationship between self-esteem and academic burnout. So that students with high self-esteem experienced lower educational that was consistent with the findings of Carlson [20]. Molavi and

his colleagues study on the factors affecting educational motivation showed that self-esteem is one of the factors that increase academic motivation and consequently reduce the academic burnout. In fact, high self-esteem can result in educational motivation and low self-esteem can result in lack of motivation in the students [21]. People with high self-esteem are more resistant to the problems of life and have greater perseverance and as a result they are more likely to be successful [22].

In research of Kamali *et al.*; Hosseini and colleagues, and Hosseininassab, and Vojdan Parast, self-esteem and educational status are related [23, 24, 25]. In most of previous studies, researchers found that students with good self-esteem don't experience burnout [26]. In our study, the students' self-esteem was average, while Jannati and colleagues study, the level of self-esteem in nursing and midwifery students was high and in the Buhler *et al.*; their self-esteem was low [27, 28]. To compare self-esteem in different societies, different ethnicities, cultures, subcultures and educational level of learners should be noted. Viklien in their meta-analysis study examined the challenges of this issue widely, for example, despite the fact that black America has lower academic achievement on average, but has higher self-esteem than whites [29], and the results of this study may be a reflection of bias or conflict between cultures.

The findings also showed that academic burnout and apathy in men is significantly more than women. Basically, the goal of education for girls and boys are different. The educational motivations in boys are often related to the future responsibilities, but the motivation in girls first and foremost is a way to express personality and escape from the traditional role of women in the society. Therefore, girls are more interested in education. Also in our study there was no significant relationship between self-esteem and gender. Perhaps one of the reasons for this difference is receiving identical feedback from the environment. This means that past cultural and ethnic is faded and generally try to treat girls and boys with the same attitude. On the other hand, some social psychologists believe that the concept of self is different in men and women. So, their self-esteem is not really comparable [25]. In the present study, there was no relationship between educational discipline, average and age with self-esteem and academic burnout and this is not consistent to the study of Mirzaee and colleagues and Cullen *et al.*; [30, 31] but is consistent to the results of Zare *et al.*; [32].

Self-esteem is known as a complex psychological structure which its change depends on many factors [33]. Research showed that factors such as gender, age, marital status, education level and income levels are related significantly to the self-esteem of

people [34]. But, this result was not seen in our study. Some researchers believe that the university environment is a social environment in addition to an educational environment and is full of specific issues such as living accommodation, disinterest in their education and career concerns to the future which decrease academic achievement to promote self-esteem in the students [32]. Of course all social and psychological problems of students are not caused by the educational or social circumstances and personal characteristics and their families are involved [35]. In addition, the students are elected by the entrance exam to enter the university and likely have more self-esteem compared to public communities. Perhaps, university academic achievement is affected by these factors and their interaction and shows less relationship with self-esteem. Some research suggests that there is a low correlation between the position of education and self-esteem [36].

Perhaps, the inconsistency between our studies is due to the mentioned factor and it is necessary to investigate the effect of these variables. In our study, the relationship between self-esteem and academic burnout with probation, interest to discipline, drug use and parents conflicts were examined. The data showed that self-esteem is higher in students who didn't experience probation and interested to the discipline. Academic burnout and inefficiency in students with a history of probation, in all other areas except inefficiency in students with drug use and students with parental conflicts was more than other students. Perhaps these students have some features which affect on their academic status, self-esteem general health simultaneously such as more family involvement (busy family) socio-economic problems, anxiety disorders (reduced self-concept and self-esteem) which influence on educational efficiency [37].

CONCLUSION:

Self-esteem is one of the factors affecting academic achievement and academic burnout. Loss of self-esteem has adverse consequences on physical and mental health of individuals (38). On the other hand, students and managers are producers of future knowledge in any society. There is correlation between self-esteem and academic burnout in our study, so it is necessary to seriously focus on these issues by applying methods such as teaching classes and workshops to enhance self-esteem and improve academic achievement and prevent academic burnout in the students. Mental health and self-esteem of students is not evaluated accurately when they enter to the university; therefore, it is recommended to conduct more academic researches about burnout and self-esteem of students in the university and examine its effects.

REFERENCES

1. Heidari S, Maktabi GH; The Comparison Of Cultural Intelligence, Angeles Loneliness, Academic Burnout And Mental Health In Master Of Art Ahwaz Female Native And Non-Native Students. *Woman and Culture*. 2011; 3(9): 45- 57.
2. Mikaeili N, Afroz GH, GHolizadeh L; The relationship of self-concept and academic burnout with academic performance of girl students. *Journal of school psychology*. 2013; 1(4): 90-103.
3. Toppinen-Tanner S, Ojajärvi A, Väänäänen A, Kalimo R, Jäppinen P; Burnout as a predictor of medically certified sick-leave absences and their diagnosed causes. *Behavioral medicine* . 32-18:(1)31;2005
4. Naami A; The relationship between the quality of students' learning experiences burnout Masters chamran university. *Journal of psychological studies*. 2008; 5(3).
5. Moneta GB; Need for achievement, burnout, and intention to leave: Testing an occupational model in educational settings. *Personality and Individual Differences*. 2011;50(2):274-8W
6. Clark HK, Murdock NL, Koetting K; Predicting burnout and career choice satisfaction in counseling psychology graduate students. *The Counseling Psychologist*. 2009;37(4).
7. Yang HJ; Factors affecting student burnout and academic achievement in multiple enrollment programs in Taiwan's technical-vocational colleges. *International Journal of Educational Development*. 2004; 24(3):283-301.
8. Azimi M, Piri M, Zavaar T; Relation of academic burnout and self-regulated learning with academic performance of high school students. *Research in curriculum planing*. 2013; 10(11): 116-128.
9. Neumann Y, Finaly-Neumann E, Reichel A; Determinants and consequences of students' burnout in universities. *The Journal of Higher Education*. 1990; 231.
10. Boudreau D, Santen S, Hemphill R, Dobson J; Burnout in medical students: Examining the prevalence and predisposing factors during the four years of medical school. *Annals of Emergency Medicine*. 2004;44(4):S75-S6.
11. Valizadeh S, Emamipoor S; The Effect of Rational Emotive Behavior Therapy on Self-Esteem of Blind Female Students. *Andisheh va raftar (applied psychology)*. 2007.
12. Shin H, Lee J, Kim B, Lee SM; Student Perceptions Of Parental Bonding Styles & Their Academic Burnout. *Asia Education Review*. 2012; 13(3). 509-17.
13. Law D; Exhaustion in University Students & The Effect Of Coursework Involment. *Juornal Of American College Health*. 2007: 33(5). 239-45.
14. Ross CE, Broh BA; The roles of self-esteem and the sense of personal control in the academic achievement process. *Sociology of Education*. 2000:270-84.
15. Koshki SH. Sepahmansour M, Novshad M; Its self-esteem and burnout among teachers professional skills exceptional and ordinary secondry schools. 33-48.
16. Campbell JD, Lavallee LF; Who am I? The role of self-concept confusion in understanding the behavior of people with low self-esteem. 1993.
17. Kolmz, Clark, Oldbin; Ways to boost self-steem in adult(Translate by Parvin Alipour). Behnashr of Publishers. Mashhad. 2003.
18. Yahyaei GH; Study Of Burnout in Administrative, Educationnal & Nourishment Employee in Guillan Training Education Website of Gillan Training Education. 2004. (WWW. University Directory).
19. Kim Y; Music therapists' job satisfaction, collective self-esteem, and burnout. *The Arts in Psychotherapy*. 2012; 39(1): 66-71.
20. Karlsson L; The effects of mindfulness and self-esteem on adolescents' perceived stress and symptoms of burnout. 2013.
21. Movlavi P, Rostami KH, Mohammadniya H, Rasoulzadeh B, Fadayi ER; Evaluation of the factors responsible for reduction of educational motive of students in Ardebil university of medical science. *Journal of medival council of I.R.I*. 2007; 1(25): 53-58.
22. Barkhordary M, Jalalmanesh S, Mahmoodi M; The Relationship between Critical Thinking Disposition and Self Esteem in Third and Fourth Year Bachelor Nursing Students. *Iranian Journal of Medical Education* 2009 Spr; 9(1): 13-18.
23. Kamali S, Jafari E, Fathi A; Correlation between Academic Achievement and Self-Esteem in Students of Zanjan Faculty of Nursing and Midwifery 1388. *J Med Edu Dev*. 2009; 2 (2):17-24.
24. Hosseini M, Dejkam M, Mirlashari J; Correlation between Academic Achievement and Self-esteem in Rehabilitation Students in Tehran University of Social Welfare & Rehabilitation. *Tehran. Iranian Journal of Medical Education*. 2007; 7(1): 137-141.
25. Hosseni D, Vojdanparast S; Examine the relationship between self-esteem and academic achievement in basic sciences and humanities teacher training centers. *Journal of literature and human Sciences Tabriz*. 2003; 181(1): 101-126.
26. Jayoung, L, Puig A, Kim YB, Shin H, Lee JH, Lee SM; Academic Burnout Profiles inKorean Adolescents. *Stress and Health journal*, 2010; 26(1): 404-416.
27. Janati Y, Musavi S, Azimi Lolaty H, Fani Saberi L, Hamta A, Feyzi S, *et al.*; Investigating Emotional Intelligence and Self Esteem Level Among Nursing and Midwifery Students of Mazandaran University

- of Medical Sciences in 2010. J Mazandaran Univ Med Sci. 2012; 21 (1): 254-261.
28. Buhler KE, Land T; Burnout & Personality in extreme nursing. Swiss Archives of Neurology & Psychiatry. 2004; 155(1): 35-42.
29. Wickline VB; Ethnic difference in the self-esteem/academic achievement relationship. 2006. { cited 2006, may21). Available from <http://eric.ed.gov> Fg.
30. Mirzaei Alavijeh M, Rajaei N, Rezaei F, Hasanpoor S, Pirouzeh R, Babaei Borzabadi M; Comparison of self-esteem, locus of control and their relationship with university students' educational status at Shahid Sadoughi University of Medical Sciences- Yazd. Journal of Medical Education and Development. 2012; 7(1): 58-70.
31. Galan F, Sanmartin A, Taoufik K; Stress & Burnout in postgraduate Dental Education. Earpean Journal of Dental Education. 2012; 16(1): 35-42.
32. Zare N, Daneshpajoo F, Amini M, Razeghi M, Fallahzadeh M; The Relationship between Self-esteem, General Health and Academic Achievement in Students of Shiraz University of Medical Sciences. Iranian Journal of Medical Education. 2007; 7 (1): 59-67.
33. Ashtiani F, Kateb Z, Salimi SH, Sabeti Z, Mollazamani A, Kh A *et al.*; Necessity of Evaluating Mental Health Level of Recruits. J Mil Med. 2004; 6(2): 77-82.
34. Serretti A, OIgiati P, Colombe C; Components of Self-esteem in Affective Patients & Non-Pshychiatric Controls. J Affect Disord. 2005; 88(1): 93-98.
35. Bahrami H; Psychosocial issues and problems students Country. Proceedings of the Third seminar on mental health. University of science and industry. 2007; 54-80.
36. Kabal, D. Musek J; Self- Concept & Academic Achievement. Pers Individ Differ. 2001; 30(5): 887-899.
37. Fathi A, Dadsetan P; Examine the evolution of self-concept, self-esteem, anxiety and depression in adolescents bright and normal. Tehran- sampad. 2005; 85-111.
38. Crocker J; The costs of seeking self-esteem. J Soc Issues. 2002; 58(3): 597-615.