

BURNOUT IN RELATION TO PSYCHOLOGICAL HARDNESS AMONG POST-GRADUATE STUDENTS

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Abstract

In today's changeable environment college students in a lot of stress. They deal with multiple stressors due to these, they have no time to relax and recharge themselves. These stressors are affecting student's life in a variety of negative ways and causing burnout syndromes. Keeping in mind the problems of burnout especially among college students, the present study has been undertaken. The purpose of the study is to examine the relationship between burnout and psychological hardiness. Psychological hardiness is a type of attitude or behavioral tendency for commitment, control and challenges. The study was conducted on a sample of 300 students comprising both male and female postgraduate students studying in art, science and commerce faculties. Burnout was measured by Copenhagen's (2012) student burnout scale and psychological hardiness scale by A.K. Singh (2008). The data was analyzed with the help of a simple descriptive method, correlation method and simple multiple regression. Analysis revealed a linear correlation between Psychological hardiness and burnout. Similarly gender was also emerged as a significant predictor for the burnout. Thus, the present study has applied application in the field of higher institutions. Accordingly some intervention strategies should be evolved to reduce burnout problems among post-graduate students.

Keywords

Burnout, Hardiness, Descriptive, Simple Regression, Educational policies.

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Introduction

In the last few decades, psychology and education have both found great interest in the idea of “burnout.” Researchers have become more interested in studying the harmful impacts of burnout in recent years. Burnout syndrome is a long-term illness, marked by a condition of total exhaustion of personal energy and severe annoyance with work-related tasks (Leiter, Maslach, & Schaufli, 2001). Since most of the research papers highlighted the detrimental effects of burnout on both individual and institutional levels, the topic merits further scientific investigation (Burk, 1975). Through a review of the literature, we formalize that although burnout is thought to be predominantly a work-related notion, which it can be observed in other contexts, including sports, purpose, self-image, and attitude towards life, is also severely impacted by the burnout condition. In educational settings like schools and colleges, where majority of students spend their time are essentially treated it as a second home. Psychologists do not have an official term or diagnosis for burnout. It alludes to a feeling of exhaustion and the incapacity to act normally while concealing things at work. The term “burnout” was first used by Freudian Berger in 1974 to characterize the responses of employees to ongoing stress (Maslach, 1976). Workplace emotions were researched by a social psychologist. There are academics who believe it is a phenomenon specific to the workplace, and others who think it is more general. Like other widely accepted ideas, burnout takes on several interpretations based on the perspective of individual. Emotional weariness, depersonalization, and a decrease in personal success are the hallmarks of the syndrome known as burnout. Three main components make up this response: depersonalization, extreme exhaustion, and individual stress, which is the fundamental aspect of feeling or cynicism. The third meaning is a feeling of inadequacy and lack of accomplishment. It denotes a sense of disengagement from one’s own or others’ labor. It is a burnout component based on self-evaluation. It has to do with feeling unqualified and lacking in accomplishments and productivity at work (Yang, 2004). Thus, to sum up, we can say that burnout can result in mental distress that manifests as low human consideration, anxiety, depression, hostility, higher turnover, absenteeism, and reduced productivity (Ibrahim, 2008, Lee et al., 2020, Paro et al., 2014, Rahmati, 2015, Talih et al., 2018). Student burnout is defined as exhaustion resulting from a negative outlook on schoolwork, high academic expectations, and a sense of incompleteness (Maslach, et al., 1993). Numerous issues, including absenteeism, low motivation, and comparatively high dropout rates, can be brought on by school burnout. Thus, burnout is a serious problem in teaching. Understanding the basic principles of burnout psychology will enable us to prevent

and/or manage burnout more skillfully. In the present research work burnout is assumed as the dependent variable while psychological hardiness and gender are as independent variables.

Psychological hardiness is an important predictor in the present research investigation. It is a personality type known as psychological hardiness, also called personality hardiness or cognitive hardiness was initially described by Suzanne C. Kobasa in 1979. Hardiness is described as handling stressful situations with commitment, control (as opposed to alienation) and challenge (as opposed to danger). Maddi (2006) has defined hardiness as the mindset (commitment, control, and challenge) that when combined gives the fortitude and drive required to change difficult situations from impending disasters into chances for personal development.

This personality attribute has been studied in greater detail recently from a number of angles. Salvatore, Maddi, Kobasa, and their doctoral students at the University of Chicago reported on a number of studies they conducted on this subject in 1979, 2004, and 2006. The reviewed literature claims that a number of interconnected components (genetic, social, and age-related) of the contentious. The development of resilience in teenagers is differentiated. Simultaneously, the majority of writers think that the social environment has a bigger influence on how resilient teenagers become. The three CCCs are crucial in reducing and managing the issue of student burnout. Commitment - Individuals who possess psychological toughness typically have a strong sense of purpose in their work, which implies that they are usually on top of things. Control - Individuals who believe they have control over some aspects of their lives and who direct their attention there instead of towards external factors are generally more resilient and experience less excruciating stress. Challenge - Individuals with hardiness take pleasure in challenges; they typically expect life to change and see themselves as capable of changing rather than blaming others.

The study's findings allow for the identification of a number of variables as internal and external predictors of academic burnout. Positive correlations between a number of predictor variables linked to student burnout, such as anxiety, were discovered from internal predictors of academic burnout (Hao et al., 2021; Hwang & Kim, 2022). Stress and depression (Hwang & Kim, 2022). Conversely, academic adaptability is one of the negatively correlated variables (Xie et al., 2019). There were negative correlations discovered between a number of external predictor variables, such as academic performance, and academic burnout (Reed et al., 2023). Academic burnout is a condition that can impact students' performance and general well-being in higher education settings (Fariborz et al., 2019). It is further explained

that while burnout and high stress are similar, they are not the same. Burnout occurs when an individual experiences prolonged stress that results in physical and mental exhaustion, an unprofessional attitude, and academic inefficacy (Salmela Aro et al., 2009; Schaufeli et al., 2002; Maslach et al., 2001). Gender is included in the present study to observe to what extent males and females will differ in their burnout and psychological hardiness (Puri & Jyoti, 2019, Ogbueghu et al., 2019, Saxena & Jain, 2013).

Purpose

The purpose of the present research work is to examine academic burnout using an investigative method to investigate the relationship between psychological hardiness and burnout in higher institutions. At on high and low burnout. Most of the studies on burnout should stress the related to workplace stressors. Dearth of studies on student burnout for workload that may lead to burnout among college students. Fins* impresses us to investigate students' burnout especially college students.

Methodology

To support the research purpose based on the content as present in the introduction, the study particularly revolves around the pervasive issues of student burnout, which has been extensively researched in recent fields and has significant prevalence and consequences among university students. Keeping in mind the gap in research in the field of psychological hardiness and burnout some objectives have been formulated.

Objectives

- To examine the relationship between burnout and psychological hardiness among postgraduate students.
- To examine the relationship between male and female burnout among postgraduate students.

Hypothesis

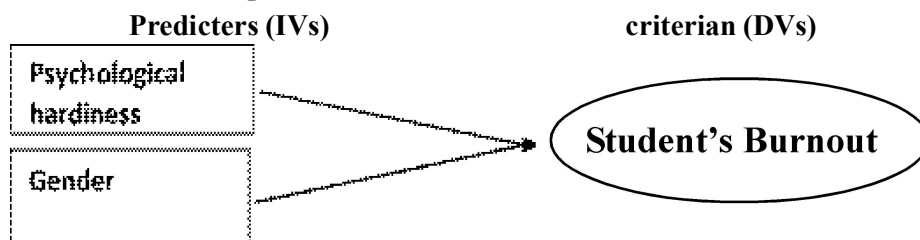
Keeping in mind the objectives of the present study following hypothesis was formulated.

- Psychological hardiness would significantly affect the burnout of postgraduate students.
- Gender would significantly affect the burnout of postgraduate students.

Variables and Research Design

Psychological hardiness and gender were considered as independent variables (as predictors) while student's burnout was the dependent variable. Our objective was to find out the relationship between the independent and dependent variables along with the predictor for student burnout. Correlation design was applied. Correlation design was found effective research design for predicting dependent variables on the basis of two independent variables. In the present research investigation, our objective is to study the effect of psychological hardiness on the burnout at the same time also find out correlation between independent and dependent variables.

Causal Relationship Model between IVs & DV



Sample: The present study was conducted on postgraduate students consisting of both male and female students between the age ranges of 20-25 years. The sample was selected from a postgraduate college (under CCS University) situated in Meerut city proper. The inclusion criteria were they belong to co-educational colleges and urban areas and from arts, commerce and science faculties while exclusion criteria were socio-economic status, caste, and low and high academic performance. The sample was selected on a random basis and matched on religion, cast, and urban, rural so unbiased results from the sample.

TOOLS: The psychological tools were applied for data collection.

1. Copenhagen burnout inventory-student version (CBI-S) – (Campos, et al., 2012) will be used for students. It is a Likert-type five-point rating scale. This scale consists of 25 items which are divided into four major areas of burnout such as (i) Personal burnout, (ii) Studies-related burnout, (iii) Friends-related burnout, and (iv) Teacher-related burnout.

2. Psychological hardiness scale (PHS) - Constructed by Arun Kumar Singh (2008). This scale consists of 30 items in three components – (a) Commitment, (b) Control, (c) Challenge.

3. PDS (personal data schedule) - For study socio-demographic variables.

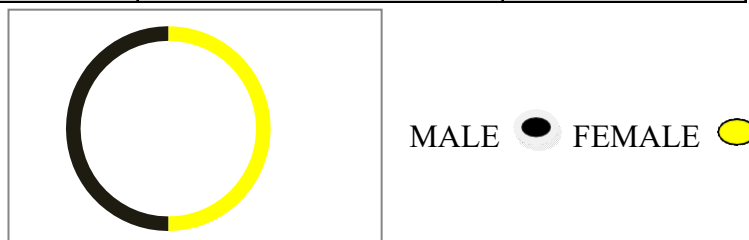
STATISTICAL ANALYSIS: The data of the present research work was analyzed with the help of simple descriptive method and simple multiple regression analysis which is the way of studying the influence of several independent variables (predictors) on the dependent variables (criterion variables) and at the same time score finding out correlation between independent and dependent variables. The main importance of the technique is to find out predictors for dependent variable (that is burnout).

The results obtained of descriptive method simple regression analysis are given as follow.

Descriptive data of sample

TABLE: 1

Sample	Frequencies	Percentage
Male	150	50%
Female	150	50%
Total	300	100%



Result & Discussion

TABLE: 2

Showing correlation of burnout with predictor variables

Burnout	Burnout
Psychological hardness	-.052
Gender	.105

Above table is showing that student burnout is negatively correlated with psychological hardness. It means curvilinear Len relationships exist in both the variables. As far as gender is concerned it was found that gender is positively correlated with burnout. Correlation between these variables can be further explained by simple multiple-regression analysis.

TABLE: 3

The regression coefficient for burnout through predictors

	Unstandardized coefficient		Standardized coefficient	t-value	Sig.
	B	Std. Error	Beta		
Constant (Burnout) (DV)	89.206	6.999		12.754	
Psychology hardiness	.003	.048	.003	.054	
Gender	3.206	1.168	.143	2.745**	Significant at .01 level of significance

From the above table we can explain that psychological hardiness does not emerge as a significant predictor for burnout values are also showing a very low casual predictor for burnout. While gender is found as significant predictor for burnout t value is significant at .01 level of significance which indicates that gender is responsible for burnout among postgraduate students.

The next part of the analysis deals with the analysis of gender and to what extent gender infancies the burnout among post-graduate students.

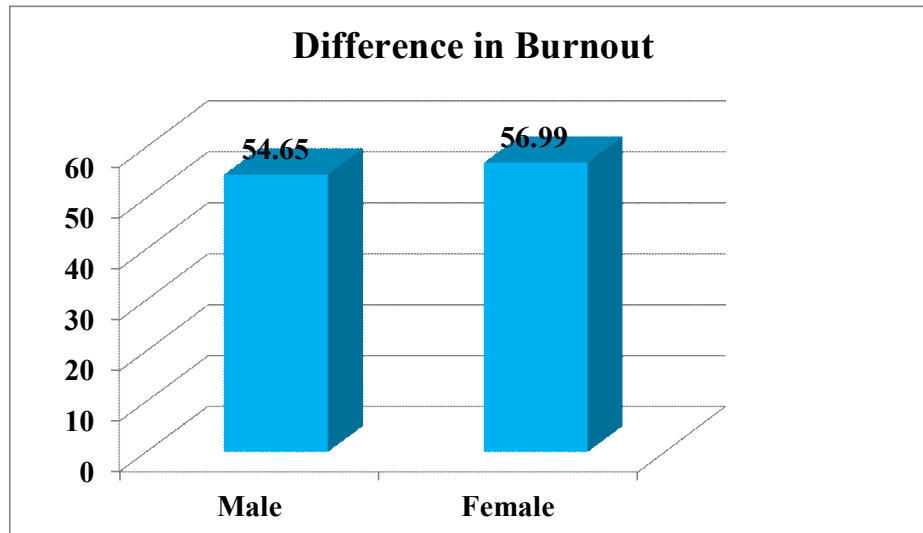
TABLE: 4

Gender difference in burnout of students

Gender	N	Mean	Std.	t-value
Burnout				
Male	150	54.65	10.109	2.340
Female	150	56.99	12.077	

***Significant at .05 level of significance**

Table 3rd describes that gender emerged as a significant predictor for student burnout which means female postgraduate students have more burnout compression than male postgraduate students. The mean value of male postgraduate students is 54.65 and as 56.99 while std. value is 10.109 and 12.097 respectively.



The t value and std. values show that gender is the mean and std. longer is the burnout*. In the present research investigation female have more burnout as compared to their counterparts.

Interpretation

On the basis of the above results we can interoperate all our findings by explaining that psychological hardiness did not emerge as a significant predictor while gender emerged as an important predictor for the burnout of postgraduate students. Psychologist assumed psychological hardiness is a mindset or attitude about stress that influences how we perceive the surrounding world and make sense of our experience and corsages amply* how we can react and respond to stressful and unexpected situations. In the present research work three factors of psychological hardiness such as (Challenges, Control, and Commitment) together work as psychological strategies to cope up with stress and burnout but in the present research investigation it does not emerge as significant as researched in previous studies.

This predictor does not prove* students against burnout. But from our research we can trained and developed students to tope on a hardy mindset to tackle stressful situation in positive way and feel less burnout in academic institutions. As for as gender is concerned it emerged as significant predictor for burnout

Gender proved to be a significant predictor of burnout, with female postgraduate students showing higher average burnout levels than their male counterparts. This difference was statistically significant, as indicated by the t value

between male and female postgraduate students. The degree of burnout of postgraduate students is significantly influenced by their gender. Perhaps gender has an impact on the degree of burnout experienced by postgraduate students. Gender is therefore considered a predictor of burnout as female students are more likely to experience burnout than male students. Interventions aimed at reducing burnout may need to be specifically tailored to accommodate the demands and challenges faced by female students in order to be more effective.

Applied Applications

It is essential to research burnout in relation to psychological hardiness in graduate students in order to comprehend how resilience factors can lessen the detrimental impacts of academic stress. Some possible practical uses for this research are as follows:

1. Intervention Programs: Creating and executing customized intervention plans targeted at improving postgraduate students' psychological resilience in order to lower burnout rates.
2. Mental Health Support Services: Offering focused mental health support services with an emphasis on developing psychological toughness abilities like stress management, coping mechanisms, and resilience.
3. Policy Development: Pushing for regulations that give priority to students' mental health and wellbeing in learning contexts, such as flexible scheduling, open access to counselling, and encouraging learning surroundings.

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