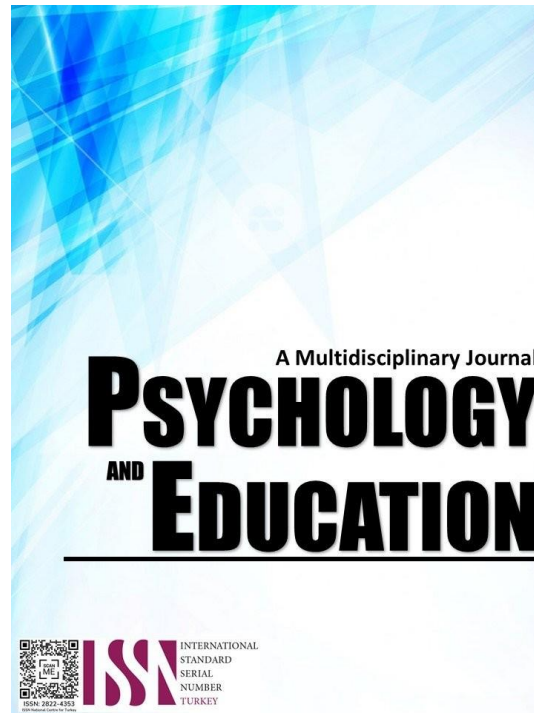


**THE RELATIONSHIP BETWEEN ACADEMIC
BURNOUT AND RESILIENCE TO ACADEMIC
ACHIEVEMENT AMONG COLLEGE STUDENTS:
A MIXED METHODS STUDY**



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The Relationship Between Academic Burnout and Resilience to Academic Achievement Among College Students: A Mixed Methods Study

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Abstract

The COVID-19 pandemic made students susceptible to the adverse impact of academic burnout. Although scholars have recognized resilience as a safeguard against burnout, the need for comprehensive research on it remains due to limited samples of previous studies. Hence, this study aimed to uncover and explain the relationship between academic burnout, resilience, and academic achievement using a mixed methods approach. The research used 309 randomly selected students who answered standardized questionnaires such as the Academic Resilience Scale-30 and Copenhagen Burnout Inventory, while their academic achievement was based on their grade point average. Interviews among nineteen participants were also conducted to extract rich qualitative data. Inferential analyses revealed a direct relationship between achievement and instructor-related burnout, while an indirect link was found between resilience and achievement, likewise between resilience and burnout. The thematic analysis discovered the influence of a growth mindset which is being used for self-development among students. The study recommends that students employ sound time management skills and teachers to balance the frequency and difficulty of assignments. Future researchers are recommended to include a broader range of academic programs and to include other members of the school administration like teaching and non-teaching personnel.

Keywords: *academic burnout, academic resilience, academic achievement, students, mixed methods*

Introduction

Given the cancellation of in-person classes, academic institutions offered diverse ways to make education delivery attainable. Students learned to adapt, relying on modular and online learning, to survive their academic journey. However, this new learning setup was not well-received by all, as the outbreak of COVID-19 increased students' anxiety and risk of depression and lowered their enthusiasm to learn. Additionally, the students experienced an increase in their academic workload and feelings of uncertainty regarding the semestral completion, which resulted in elevated stress levels (Capone et al., 2020; Kohls et al., 2020; Stathopoulou et al., 2020; Van de Velde et al., 2020, as cited in Plakhotnik et al., 2021). The World Health Organization (2022) reported a 25% increase in the global prevalence of anxiety and depression during the pandemic. In the Philippines, a survey revealed that 54.7% of students experienced adverse physiological and psychological changes during online modality (Adonis, 2021).

The high expectations from parents, teachers, and students themselves, make academic burnout more prevalent in Asian countries like the Philippines. It is a threat to academic performance, as it reinforces the levels of stress and anxiety among the students (Kuriala, 2021; Tan & Yates, 2010, as cited in Dowker et al., 2016). Hence, scholars recommend that the

students, parents, and other members of the academia should exert extensive and collaborative efforts in monitoring the incidence of academic burnout among students (Ramos et al., 2021).

Despite these foregoing psychological and societal problems, students still displayed a sense of resilience, enabling them to endure and persevere. The resilience they manifest is not just a unique characteristic among Filipinos that allows them to smile amidst adversities like natural calamities, poor economic status, and diseases, but is an innate characteristic possessed by human beings, allowing them to persevere, overcome and survive strenuous environments (Jenkins, n.d.; Sison, 2014). Resilience can be mainly applied to the educational setting, coining it as academic resilience, which refers to the student's capabilities to overcome or strive against academic challenges (Hagraves, 2020).

There are also gaps and limitations in the literature pertaining academic resilience. Hernandez and Bialowolski (2016) cited the limitations that must be addressed to expedite the consensus among researchers regarding the significant role of resilience in the development of academic achievement. Prior research studies always used samples from the socially disadvantaged class to investigate resilience. This method is germane to resilience research; however, such a course of action limits the data gathered from a generalized population. In addition, Norez (2017) also

acknowledged and stated that prior research on burnout focused more on working individuals and that only a small percentage of them gave attention to the burnout experiences of the students. However, the field of psychology sees students' academic tasks, such as assignments, performance tasks, and class participation, as a kind of 'work' or an extension of their career.

The conglomeration of the preceding gaps and recommendations from ingenious scholars compelled the researchers to conduct the study. Before any research proposal submitted to the Research and Development Office, the researchers dispensed a pre-survey questionnaire using Google Forms. The purpose was not just to extract a research topic but to find a significant issue anchored on the existing problem in the academe. Conclusively, academic burnout was highlighted as a recurrent issue that threatens the academic achievement of college students. An extensive literature review was conducted to determine the possible psychological construct that can combat this academic hurdle, hence determining resilience as an essential trait that can mitigate the effects of academic burnout.

Therefore, the data from the standardized questionnaires were beneficial in unraveling the role of resilience in the relationship between burnout and achievement. The inclusion of the qualitative method enables to address the previous limitations mentioned in the literature using the emerging themes and explanations coming from the participants of the study.

Research Questions

The purpose of the study is anchored on the a priori assumption that academic resilience has a significant role in burnout experiences and academic achievement of the respondents. A mixed-methods explanatory sequential design was utilized to test the fundamental hypotheses of the study. Moreover, the research sought to unravel the causes of such burnout and the sources of the respondents' resilience. Specifically, it aimed to answer the following questions:

1. What is the profile of the respondents in terms of their academic programs?
2. What is the academic achievement of the respondents per program?
3. What is the level of academic resilience and burnout of the respondents?
4. Is there a significant difference in the levels of academic achievement, resilience, and burnout when the participants are grouped according to their

respective programs?

5. What is the significant relationship between:
 - 5.1 academic resilience and achievement;
 - 5.2 academic burnout and achievement; and
 - 5.3 resilience and burnout?
6. How will the quantitative results of the study be explained by the qualitative data?
7. How may the findings of the study be utilized in proposing a program initiative?

Literature Review

Academic Resilience and Academic Achievement

Jowkar et al. (2014) found that resilience, through achievement goal orientations, was a significant predictor of academic achievement among young high school students. Similarly, Burton (2020) studied the relationship between resilience and academic achievement among students of color. The findings show that these students experience barriers to education, such as poverty, abuse, and drug and alcohol addiction. Resilience was also discovered to have protective factors against the potential detrimental impact of such conditions on academic achievement. Abubakar et al. (2021) also found a positive correlation between academic resilience and student performance. Interestingly, female students demonstrate significantly higher resilience than males, and evidence suggests that gender and year of study were significantly correlated with academic performance.

Additionally, empirical evidence shows that academic resilience is also related to perceived emotional support and school engagement. This explains the significant role of resilience in behaviors that promote good academic performance and students' psychological well-being (Romano et al., 2021). Amzil (2023) also found a significant connection between academic resilience and achievement. The results indicate a strong positive correlation between high resilience factors, such as perseverance, reflection, adaptive help-seeking, and academic achievement.

On the contrary, Sarwar et al. (2010, as cited in Tudor & Spray, 2017) discovered conflicting evidence, as academic resilience has no significant relationship with academic achievement. Garcia-Martinez et al. (2022) also found no direct significant correlation between resilience and academic achievement, as well as emotional intelligence and academic achievement. Nevertheless, the findings revealed that self-concept mediates the relationship between academic resilience

and achievement. Thus, university students who exhibit notable levels of resilience are more likely to cope with difficult situations than their counterparts. Another study found no significant relationship between resilience and academic achievement, along with its key indicators, among high school students from low-income families and financially challenged backgrounds (Britton, 2018).

Furthermore, Zuill (2016) also found contradictory evidence since the data revealed a statistically significant positive correlation between resiliency and reading achievement; however, no sufficient evidence links academic resilience, Grade Point Average [GPA], and math achievement. In the Philippine context, the study conducted by Buslig (2019) found no significant relationship between resilience and academic achievement among college students who came from the indigenous group in Kalinga. Still, this group of students exhibits resilience and can overcome stressful conditions and academic adversities.

Academic Burnout and Academic Achievement

Oyoo et al. (2020) stated that college learners commonly experience pressure in the academe because of their drive to attain good academic grades. This contributes significantly to academic burnout since these grades are key indicators evaluated by potential employers for career opportunities and job placement. Hence, Oyoo et al. investigated how academic burnout is related to academic achievement among learners. The findings revealed a significant inverse relationship between the variables, as attested by a Pearson coefficient of -0.24 and a p-value of less than 0.01. Similarly, Friedman (2014) conducted a related study with a different sample consisting of 351 university students in South Africa. This study also found an inverse relationship between burnout and achievement. However, this finding is limited since the research did not investigate the correlation between facets of academic burnout, which future researchers can further investigate.

In another study, academic burnout, academic engagement, and academic performance showed significant correlations among medical students. These results also revealed that academic burnout has a negative direct effect on students' academic achievement (Ghadampour et al., 2016). Using a larger sample of 789 first-year students, Kotze and Kleynhans (2014) found that academic burnout and its sub-factors, such as emotional exhaustion and cynicism, were significant predictors of academic achievement based on a stepwise multiple regression

analysis. The results also revealed interesting yet different findings from other literature, as the evidence showed that students who experience emotional exhaustion exhibit higher academic performance.

In line with the evidence depicted across the 'academic burnout' literature, Asghari et al. (2015) found supplemental data indicating that students who experience academic burnout lack active classroom participation, difficulty maintaining a consistent presence in the classroom, and diminished interest in the lessons. Hence, academic burnout derails students' motivation for learning, negatively impacting academic achievement (Saviz & Zandvanian, 2014). Following this, Poutarashi (2018) found a significant negative correlation between academic achievement and sub-factors of burnout: emotional exhaustion, academic uninteresting, and academic inefficacy.

May et al. (2015) examined the relationship between school burnout, specifically school-related strain and stress, and critical academic performance indicators. The hierarchical regression analysis revealed a result consistent with the present literature, which exhibits a negative correlation between school burnout and academic performance. This explains that when students experience high levels of school-related burnout, it will eventually lead to decreased attention, concentration, and problem-solving success, significantly contributing to general academic performance. Alarming, recent evidence shows that academic burnout has a detrimental impact on school-related performance health and general psychological well-being (Wei et al., 2021).

Additionally, Rahmatpour et al. (2019) found sufficient evidence demonstrating that when students experience academic burnout, they become uninterested or unwilling to engage in various class activities actively. These students also exhibit significant difficulty learning new topics introduced in class, which can be attributed to their overall feeling of meaninglessness. This prompted Rahmatpour et al. to encourage the academe to propose and develop educational programs to address or mitigate the detrimental effects of academic burnout among students. A study conducted among nursing students showed that academic burnout that begins during the earlier educational years of academic training poses a significant threat to well-being and professional development (Dorn, 2021). Recently, Garcia (2023) found intriguing results indicating a negative impact of burnout on academic achievement. The findings also highlight that female students are more likely to experience this than male students. Garcia also

emphasizes the need to replicate this study on a larger sample to find significant results that may contribute to preventing academic burnout.

Academic Resilience and Academic Burnout

Given the undeniable detrimental impact of academic burnout on students, many scholars encourage educators to formulate and take appropriate measures to combat and possibly mitigate its adverse effects (Wang et al., 2022). Hence, resilience-based intervention is one of the ways to alleviate burnout based on recent empirical data in the literature. Romano et al. (2021) found supporting evidence for the inverse relationship between academic burnout and resilience. There is a decent relationship within the school context, such as classmate and instructor relationships, which serve as protective factors against burnout.

During the COVID-19 outbreak, the prevalence rate of burnout spiked at 12.01%, which prompted Tran et al. (2023) to conduct a study about the protective factor that resilience may play in academic burnout. The findings of the study revealed that the latter may aid in diminishing academic burnout, along with its health-related risks, among learners during the post-COVID-19 pandemic. Similarly, Dwiastuti et al. (2022) conducted a similar study. They found that academic resilience has a significant relationship with academic burnout, and students who exhibit remarkable resilience had a 1.73 times higher probability of maintaining and improving school performance than other students.

Rios-Risquez et al. (2018) also explored the relationship between academic burnout and resilience using a longitudinal approach among university nursing students. The results indicate that three dimensions of academic burnout, namely emotional exhaustion, cynicism, and academic efficacy, were significantly related to academic resilience. Resilience can also positively influence psychological well-being over time. Anchored on the findings of Rios-Risquez et al., Smith and Emerson (2021) conducted a supplemental study that found that resilience has a significant negative correlation with psychological distress, cynicism, and academic inefficacy. In addition, Mansourian et al. (2021) found that resilience fortifies individuals' ability to manage/cope with stress and prevent academic burnout, even among faculty members and dental school professors.

In different contexts, Olson et al. (2015) explored resilience among pediatric trainees in residency and

attempted to test models that best promote resilience and minimize the impact of burnout. The findings revealed that many respondents exhibit burnout due to the nature and demands of their training, and resilience, mindfulness, and self-compassion were significantly related to burnout. The evidence also showed that these variables serve as protective factors against burnout. Even among athletes, substantial evidence proves resilience decreases their stress and burnout (Lu et al., 2016). Furthermore, Richard et al. (2016) found that resilience aids teachers in developing better-coping strategies for stressors and burnout experiences.

Methodology

The current study utilized an explanatory sequential mixed-methods research design that aims to collect quantitative and qualitative data consecutively (Creswell & Plano Clark, 2018). This design allowed the researchers to collect data using standardized survey questionnaires. These, in turn, helped in describing the attitudes and opinions of the respondents, as well as in providing scientific inferences about the target population. The succeeding phase utilized semi-structured open-ended interview questions, which permitted the collection of qualitative data to be analyzed and further used to explain and corroborate the quantitative results (Creswell, 2014). In line with this, the integrated results during these phases determine the significant role of academic resilience in the relationship between academic burnout and academic achievement.

Participants

A random sampling was used to select the participants for the study. This sampling technique provides equal opportunities for members of the population to become part of the sample. Random sampling was used to obtain participants from all departments of the institution. The study obtained 309 respondents who voluntarily participated in the education, psychology, nursing, criminology, accountancy, and tourism and hotel restaurant management programs. Meanwhile, in the qualitative phase, there were 19 students from the aforementioned department who voluntarily participated for an interview. This number was determined based on data saturation during the interviews conducted with the students.

Instruments of the Study

The assessment of academic resilience was done using

a standardized questionnaire, namely, the Academic Resilience Scale (ARS-30), developed by Simon Cassidy (2016). This tool was developed to measure resilience in the milieu of educational adversities commonly experienced by university or college students. Specifically, the ARS-30 is a 30 Likert scale questionnaire that can be rated using the values between 1 (likely) and 5 (unlikely). The summation of the items corresponded to their level of academic resilience. Thus, the range of scores was from 30 (lowest) to 150 (highest).

Meanwhile, the Copenhagen Burnout Inventory Student version (CBI-S) assessed academic burnout among the respondents. This standardized questionnaire was the modified version of the Copenhagen Burnout Inventory (CBI), initially developed by Kristensen et al. (2005). Campos et al. (2012) adapted and modified the CBI to measure university students' academic burnout. The CBI-S is a 25-item scale that comprises four subdimensions, namely, personal burnout (PB) (items 1, 2, 3, 4, 5, 6), studies-related burnout (SRB) (items 7, 8, 9, 10, 11, 12, 13), classmate-related burnout (CRB) (items 14, 15, 16, 17, 18, 19), and instructor-related burnout (IRB) (items 20, 21, 22, 23, 24, 25).

Additionally, as suggested in the literature review, the measurement of academic achievement was based on the participants' Grade Point Average (GPA) since it has been proven to be a reliable measurement of the variable (Kassarnig et al., 2018; York, 2015). Lastly, for the qualitative phase of this study, the researchers formulated semi-structured open-ended interview questions based on the initial analysis of the quantitative data. These questions were validated by subject matter experts and panelists, pilot-tested and adjusted based on the overall relevance to the objectives of the study.

Procedure

Initially, a pre-survey pertaining to academic experiences was distributed to the students enrolled during the academic year 2021-2022. From the results of this, variables were identified and the research title was finalized; proposal was drafted, submitted, and approved by the Research Development Office.

Data gathering procedures commenced with the preparation of the pertinent documents, such as formal letters and informed consent. These documents were initially submitted to the Dean of the College of Liberal Arts, thereafter was endorsed to the respective offices of the Head of Research and Development,

Vice President for Academic Affairs, and Vice President for Administration and Corporate Affairs. After the approval, the researchers coordinated with the offices of the Deans of each academic program for the data collection whereby the invitation letter, informed consent, and survey questionnaires were distributed to randomly selected participants.

Due to the limitations posited by the pandemic, Google Form was utilized as the primary platform for quantitative data gathering. This platform also permitted a convenient way of data collection for the participants and researchers, conclusively. The quantitative data from the Google Form was extracted, tabulated, analyzed, and interpreted using the Statistical Package for Social Sciences (SPSS). Afterwards, the case selection was conducted to determine the sufficient number of participants who were invited for an open-ended interview. The recorded interviews were then transcribed for thematic analysis. To explain and justify the results of the study, the quantitative and qualitative data were integrated based on the procedures of an explanatory sequential research design.

Ethical Considerations

Before any involvement, the participants received a letter of invitation, which they may accept or decline. The letter contained the purpose of the study, the rights of the participants, and the basic information of the researchers, which they can refer to contact them for any queries or concerns related to the study. The researchers also distributed informed consent that the participants shall acknowledge and affirm that their involvement is of their own volition and that no intimidation nor forced participation ensued during the invitation. Moreover, the researchers reiterated that the data collected from the participant's responses to the questionnaires and their provided personal information were kept confidential and would be used for research purposes only.

Meanwhile, the researchers asked permission from the selected participants during the interview to allow them to record the audio of their conversation. They also explained the relevance of doing such action concerning the qualitative data analysis. The researchers strictly followed the ethical standards and the provisions of the Data Privacy Act of 2012 in dealing with the confidentiality of the participants. Conclusively, the participants' responses, personal information, and audio recordings were discarded appropriately after the conduct of the study.

Results

Table 1. Respondents' profile in terms sex and program

Sex profile	f	%	Rank
Male	119	38.5	2
Female	190	61.5	1
Total	309	100	
Program			
Psychology	107	34.6	2
Nursing	23	7.4	3
Criminology	124	40.1	1
Education	19	6.1	5
Tourism and Hospitality Management	20	6.5	4
Business and Accountancy	16	5.2	6
Total	309	100	

The data reveals that the majority of the respondents are female, constituting 61.5% of the total sample, while males make up 38.5%. Furthermore, the program distribution shows that criminology students account for the largest portion, comprising 40.1% of the total sample. Following this, the psychology program represents 34.6% of the respondents, while nursing program accounts for 7.4%, tourism and hospitality management for 6.5%, education for 6.1%, and business and accountancy for only 5.2%.

Table 2.1. Academic achievement of the respondents per program

Program	M	VI	SD	Rank
Psychology	1.84	VS	.29	4
Nursing	1.87	VS	.22	5
Criminology	2.10	S	.34	6
Education	1.60	VS	.19	2
Tourism and hospitality management	1.62	VS	.22	3
Business and accountancy	1.57	VS	.24	1
Composite Mean	1.90	VS	.34	

Table 2.1 presents the academic achievement of the respondents per program. According to the data, the business and accountancy program ranks first with a mean of 1.57 (SD = .24), indicating a "very satisfactory" academic achievement. The education department follows closely with a mean of 1.60 (SD = .19), also categorized as "very satisfactory." The

tourism and hospitality management program holds the third position with a mean of 1.62 (SD = .22), also considered "very satisfactory." The psychology department achieves the fourth rank with a mean score of 1.84 (SD = .29), corresponding to a verbal interpretation of "very satisfactory." Meanwhile, the nursing program obtains a mean of 1.87 (SD = .22), which is interpreted as "very satisfactory" as well. Finally, the criminology department ranks fifth with a mean of 2.10 (SD = .34), indicating an academic achievement of "satisfactory."

Table 2.2. Level of academic resilience of the respondents per program

Program	Sub-Factor	M	VI	Sd	Rank
Psychology	Perseverance	58.91	VH	5.38	
	Adaptive Help-seeking	38.46	VH	4.85	
	Negative affect	24.21	H	5.66	
	Emotional response	121.58	H	11.75	2
Nursing	Perseverance	56.57	VH	5.75	
	Adaptive Help-seeking	38.09	VH	5.97	
	Negative affect	24.48	H	4.26	
	Emotional response	119.14	H	12.51	4
Criminology	Perseverance	57.23	VH	7.53	
	Adaptive Help-seeking	38.64	VH	7.37	
	Negative affect	23.83	H	5.78	
	Emotional response	119.70	H	15.49	3
Education	Perseverance	61.11	VH	4.12	
	Adaptive Help-seeking	40.74	VH	3.56	
	Negative affect	25.21	H	5.53	
	Emotional response	127.06	VH	10.07	1
Tourism and Hospitality Management	Perseverance	57.40	VH	5.22	
	Adaptive Help-seeking	39.25	VH	4.88	
	Negative affect	22.20	H	4.69	
	Emotional response	118.85	H	11.58	5
Business and Accountancy	Perseverance	56.19	VH	7.60	
	Adaptive Help-seeking	37.50	VH	6.34	
	Negative affect	24.19	H	3.53	
	Emotional response	117.88	H	14.12	6

Table 2.2 presents the academic resilience of the respondents per program. Students in the education program demonstrate the highest resilience among the others, with a mean score of 127.06 (SD = 10.07), which can be interpreted as "very high." The psychology program ranks second with a mean score of 121.58 (SD = 11.75), classified as "high." In the third rank are the students from the criminology program, with an average of 119.70 (SD = 15.49), also signifying "high" academic resilience. Following this, nursing students scored 119.14 (SD = 12.51), also categorized as "high." Meanwhile, students from the tourism and hospitality management program obtained a mean score of 118.85 (SD = 11.58), classified as "high." Lastly, students from the business and

accountancy department obtained a mean score of 117.88 (SD = 14.12), also considered "high" in terms of academic resilience.

Table 2.3. *Level of academic burnout per program*

Program	Sub-factor	M	VI	SD	Rank
Psychology	Personal Related Burnout	64.02	H	18.80	1
	Studies Related Burnout	55.94	MH	18.75	2
	Classmates Related Burnout	42.56	MH	24.61	3
	Instructor Related Burnout	28.04	L	23.39	4
	Academic Burnout	47.97	MH	16.60	4
Nursing	Personal Related Burnout	64.13	H	16.89	1
	Studies Related Burnout	54.66	MH	18.00	2
	Classmates Related Burnout	42.75	MH	24.66	3
	Instructor Related Burnout	37.32	L	27.68	4
	Academic Burnout	49.91	MH	16.93	2
Criminology	Personal Related Burnout	58.70	MH	21.06	1
	Studies Related Burnout	51.67	MH	18.83	2
	Classmates Related Burnout	40.39	MH	25.55	3
	Instructor Related Burnout	37.43	L	27.68	4
	Academic Burnout	47.23	MH	19.75	5
Education	Personal Related Burnout	58.99	MH	22.45	1
	Studies Related Burnout	47.18	MH	23.13	2
	Classmates Related Burnout	30.04	L	33.29	3
	Instructor Related Burnout	24.78	L	26.08	4
	Academic Burnout	40.53	MH	22.77	6
Tourism and Hospitality Management	Personal Related Burnout	70.42	H	17.93	1
	Studies Related Burnout	62.68	H	17.13	2
	Classmates Related Burnout	56.88	MH	24.38	3
	Instructor Related Burnout	52.50	MH	23.66	4
	Academic Burnout	60.70	H	14.86	1
Business and Accountancy	Personal Related Burnout	63.54	H	16.56	2
	Studies Related Burnout	63.62	H	15.39	1
	Classmates Related Burnout	39.06	L	23.32	3
	Instructor Related Burnout	29.43	L	19.57	4
	Academic Burnout	49.50	MH	14.99	3

Table 2.3 presents the academic burnout of the

students from different programs. The results indicate that the tourism and hospitality management students experience the highest level of burnout compared to the other programs, as attested by a mean score of 60.70 (SD = 14.86), which can be interpreted as "high." Meanwhile, nursing students take the second highest level of academic burnout with a score of 49.91 (SD = 16.93), which signifies "moderately high." The business and accountancy students take the third rank with a score of 49.50 (SD = 14.99), which can be categorized as "moderately high" burnout. Following this, the students from the psychology program garnered a mean score of 47.97 (SD = 16.60), which can also be interpreted as "moderately high." The criminology students follow this closely with a score of 47.23 (SD = 19.75), also "moderately high." Finally, the students from the education program rank sixth with a mean score of 40.53 (SD = 22.77), which signifies a "moderately high" academic burnout.

Table 3. *Statistical differences among programs in terms of academic achievement, resilience, and burnout*

Variable	df	X ²	p-value	Decision	Interpretation
Academic achievement	5	98.36	.000**	Reject the null hypothesis	Highly significant
Academic resilience	5	8.18	.277	Fail to reject the null hypothesis	Not significant
Perseverance	5	11.98	.063	Fail to reject the null hypothesis	Not significant
Reflecting and adaptive help-seeking	5	8.78	.216	Fail to reject the null hypothesis	Not significant
Negative affect emotional response	5	6.22	.377	Fail to reject the null hypothesis	Not significant
Academic burnout	5	14.93	.012*	Reject the null hypothesis	Significant
Personal related burnout	5	7.41	.326	Fail to reject the null hypothesis	Not significant
Studies related burnout	5	16.39	.009**	Reject the null hypothesis	Very significant
Classmates related burnout	5	12.89	.027*	Reject the null hypothesis	Significant
Instructor related burnout	5	19.56	.002**	Reject the null hypothesis	Very significant

Table 3 presents the results of the statistical differences among the respondents in terms of academic achievement, resilience, and burnout when grouped according to their respective programs. Initially, the Shapiro-Wilk test of normality was conducted to confirm that the data was not normally distributed along with the unequal sample obtained across the different academic programs. These

conditions necessitate the need to employ the Kruskal-Wallis test of statistical difference. The results show a highly significant difference in academic achievement ($p = .000 < .01$) across all programs. This means that the differences in the level of academic achievement presented in Table 2.1 did not occur by chance only, which resulted in the rejection of the null hypothesis. There is also a significant difference in terms of overall academic burnout ($p = .012 < .05$) and classmates-related burnout ($p = .027 < .05$). In contrast, studies-related burnout ($p = .009 < .01$) and instructor-related burnout ($p = .002 < .01$) yield a very significant difference. However, there is no sufficient empirical evidence that substantiates a significant difference in terms of academic resilience ($p = .277 > .05$), perseverance ($p = .063 > .05$), reflecting and adaptive help-seeking ($p = .216 > .05$), and negative emotional response ($p = .377 > .05$), resulting to the acceptance of the null-hypothesis.

Table 4. *The relationship between academic resilience and academic achievement*

	Academic Achievement			Correlation
	r-value	p-value	Interpretation	
Academic resilience	-.146*	.010*	Significant/Reject null hypothesis	Indirect relationship
Perseverance	-.152**	.008**	Significant/Reject null hypothesis	Indirect relationship
Adaptive help-seeking	-.027	.638	Not significant/Accept null hypothesis	Insufficient evidence
Negative affect emotional response	-.152**	.008**	Significant/Reject null hypothesis	Indirect relationship

Table 4 presents the correlation between the respondents' academic resilience and achievement. The Pearson correlation analysis reveals an interesting result of a significant negative relationship between the two constructs, which means that when one variable increases, the other decreases. This result extends to the sub-factors of resilience, such as perseverance ($r = -.152$, $p = .008$) and the adverse effect of the emotional response, yielding a very significant negative correlation. However, the inferential analysis did not find sufficient evidence to establish a significant connection between adaptive help-seeking and academic achievement ($r = -.027$, $p = .638$), resulting in the acceptance of the null hypothesis.

Table 5. *The relationship between academic burnout and academic achievement*

	Academic achievement			Correlation
	r-value	p-value	Interpretation	
Academic burnout	.041	.470	Not significant/Accept null hypothesis	Insufficient evidence
Personal burnout	-.058	.310	Not significant/Accept null hypothesis	Insufficient evidence
Studies related burnout	-.076	.185	Not significant/Accept null hypothesis	Insufficient evidence
Classmates related burnout	.080	.163	Not significant/Accept null hypothesis	Insufficient evidence
Instructor related burnout	.150**	.008**	Very significant/Reject null hypothesis	Direct relationship

Table 5 presents the correlation between academic burnout and academic achievement using the Pearson correlation. The findings reveal that only instructor-related burnout significantly correlates positively with academic achievement ($r = .150$, $p = .008$). This means that when the level of academic achievement increases, so does the instructor-related burnout. Meanwhile, academic burnout and its remaining sub-factor did not yield sufficient evidence of a significant association with the student's academic achievement, resulting in the acceptance of the null hypothesis.

Table 6. *The relationship between academic resilience and academic burnout*

	Academic burnout		Personal burnout	
	r	p	r	p
Academic resilience	-.350**	.000	-.200**	.000
Perseverance	-.271**	.000	-.103	.069
Adaptive help-seeking	-.055	.338	.028	.623
Negative affect emotional response	-.483**	.000	-.403**	.000

	Studies related burnout		Classmates related burnout		Instructor related burnout	
	r	p	r	p	r	p
Academic resilience	-.272**	.000	-.288**	.000	-.361**	.000
Perseverance	-.189**	.001	-.262**	.000	-.299**	.000
Adaptive help-seeking	-.041	.471	-.047	.413	-.101	.077
Negative affect emotional response	-.402**	.000	-.349**	.000	-.425**	.000

Table 6 presents the correlation between academic resilience and burnout and their respective sub-factors. The data analysis found strong evidence indicating a highly significant negative correlation between the two

constructs and their sub-factors, except for adaptive help-seeking, which yielded a p-value greater than .05. This means that when the levels of academic burnout along with its sub-factors increase, the levels of resilience and its sub-factors decrease (except for adaptive help-seeking), and vice versa.

Table 7 presents a summary of the relevant quantitative data supported by the qualitative aspect of this research. Initially, the descriptive analysis revealed high levels of resilience among the students. One notable aspect of this finding is related to items regarding the students' ability to utilize feedback they receive, whether negative or constructive, to enhance their academic performance. The interview question 'How do you handle criticism and negative feedback?' aims to elicit genuine responses about how they manage this situation.

Table 7. *The relevant quantitative findings and their corresponding interview questions*

<i>Quantitative findings</i>	<i>Interview questions</i>	<i>Rationale</i>
*Resilience		
I would use the feedback to improve my work: 4.69 (Very likely)	How do you handle criticism and/or negative feedback?	Extract responses that explain how the students manage to transform constructive criticism to improve themselves
I would try to think more about my strengths and weaknesses to help me work harder: 4.50 (Very likely)		
*Level of Academic Burnout: 48.27 (Moderately high)	How would you describe your experience with academic burnout?	Identify the potential reasons behind the academic burnout of the students

***Test of statistical differences:**

Academic achievement .000**	How do you think your program is different from others?	
Academic burnout .012*	How would you describe your experience with academic burnout?	Explain how students differ in terms of their academic achievement and burnout experiences
Studies related burnout .009**		
Classmates related burnout .027*	What are the contributing factors to your academic burnout?	
Instructor related burnout .002**		
	How do teachers affect your academic burnout?	
Significant relationship		
Instructor related burnout and academic achievement .150** .008**	How does your teacher-related burnout affect your academic performance?	Explain how the constructs are interrelated based on the students' experiences

Table 8. *Integrated results matrix of the quantitative and qualitative findings (see appendix 1)*

Table 8 presents the summary of the quantitative findings that were supported by the qualitative data based on the thematic analysis conducted. There were four emerging themes: growth mindset, psychosomatic exhaustion, individual aspirations, and individual circumstances. The theme of growth mindset not only explains how the students managed to utilize the negative feedback and criticism but highlights the mentality of the students regarding optimism and self-awareness. This also emphasizes how essential constructive criticism is to students' academic development.

Discussion

Despite academic programs attaining almost the same level of academic achievement (i.e., ranging from satisfactory to very satisfactory), it is evident that they have garnered varying mean scores, which hold significance in terms of their ranking. Numerous factors can explain this scenario, apart from simply attributing it to an unequal number of respondents in each program. For instance, a recent study by Husaini and Shukor (2023) found possible factors contributing

to students' academic achievement, such as gender, family support, accommodation, previous assessment grades, and learning activities. More importantly, each program provides students with different academic training and learning opportunities.

Business and accountancy students' academic training focuses heavily on their mathematics (e.g., accounting-related mathematical skills) and English proficiencies, as well as their general academic aptitude, since these factors are empirically supported to influence significantly the academic performance of students in this program (Yu, 2011, as cited in Tran et al., 2020). Additionally, the accountancy program predominantly focuses on academic-related learning since accountancy is a board course. The Commission on Higher Education Memorandum Order No. 27 Series of 2017 (CMO No. 27) stipulates that all programs offering Bachelor of Science in Accountancy (BSA) must adhere to the standards and latest competencies required not just by local entities but of other international organizations, such as the International Federation of Accountants (IFAC). This standard further qualifies the graduates to take the licensure examination administered by the Professional Regulatory Commission Board of Accountancy (PRC-BOA) and other global professional Accountancy organizations.

Likewise, 'future educators' academic training encompasses a wide range of aspects since the teaching profession is multi-faceted and requires proficiencies in various subjects, such as humanities, natural sciences, and mathematics. The path of becoming an educator includes but is not limited to, achieving high levels of academic competencies and obtaining educational and professional qualifications (i.e., Licensure Examination for Teachers [LET]) anchored on up-to-date pedagogies and information technologies backed up by scientific evidence. Thus, the curriculum and pedagogical design of training these students are also a multi-dimensional and lengthy process, consisting of numerous models of the education system that meet international standards (Nosik et al., 2021; Ponomareva, 2021; Vitvytska, 2019, as cited in Korbozerova et al., 2022)

The students manifest high to very high academic resilience. This means they are capable of working under pressure, overcoming academic adversities, and achieving more academic goals (Jowkar et al., 2014). It is also expected that highly resilient individuals demonstrate active class participation, good grades, and relatively lower levels of exhaustion even under academic challenges, all while maintaining a high

level of academic performance (Lee, 2014; Martin & Mash, 2006, as cited in Hwang & Shin, 2018). Consequently, students from this institution can overcome potential challenges, such as adapting to the new blended/hybrid learning setup and balancing their academic and extracurricular activities.

This result is also interesting, given that most studies on resilience focus on disadvantaged classes, such as those experiencing adversities like poverty (Hernandez & Biawolski, 2016). The findings are more generalized, as the sample consisted of randomly selected students from the general population of the research locale. Therefore, these results provide additional evidence regarding the level of academic resilience among students in the general population rather than just within the selected group of students (e.g., disadvantaged class).

Given that Asian countries like the Philippines are among nations that experience high academic burnout due to elevated expectations from parents, teachers, and even students themselves (Rahmatpour et al., 2019), moderate to moderately high academic burnout is prevalent. This indicates that students may experience heightened levels of stress and anxiety, reduced productivity, susceptibility to sleep disturbances, changes in appetite, and other physiological problems. Furthermore, they are at risk of developing mood disorders such as depression (Kuriala, 2021).

The post-pandemic period may also play a role in the experienced burnout of the students, as the new normal has introduced new learning platforms and strategies that could impact the students' mental health (Ramos et al., 2021). Moreover, this current research responds to the call made by various scholars to measure academic burnout in a broader population (Agasisti et al., 2018; Martin, 2013, as cited in Jagodics & Szabo, 2022; Alves et al., 2022; Norez, 2017; Wang et al., 2022; Ye et al., 2021). Consequently, the institution, its administrators, and teachers should adopt strategies that help alleviate academic burnout among students. Alternatively, teachers should be mindful of the quantity and difficulty of tasks assigned to students.

Based on the test of statistical differences, there are significant results in academic achievement, burnout, and some of its subfactors based on their program. Similar evidence was found by Daal et al. (2021) in education at the tertiary level, indicating significant differences in academic adjustment, motivation, and self-efficacy among students from different programs. These differences may account for the variations in

academic achievement.

Considering that each college program offers unique academic training, career opportunities, orientations, and environments for its learners, students from various programs will have distinct personal academic and career goals and learning strategies. These factors are crucial for achieving their plans. Graded achievements also reflect specific course learning outcomes (Brookhart, 2015) determined by teachers and prescribed by the program, institution, and the Commission on Higher Education. These outcomes may influence the differences in academic achievement among the students. In the study by Fonteyne et al. (2017), it was found that predicting learners' academic achievement is crucially influenced by looking at the specific program and its context. They discovered that students' academic achievement prediction varies depending on the program being undertaken.

Several factors may contribute to the differences in the levels of academic burnout across programs. Rahmatpour et al. (2019) identify grade point average [GPA], students' interest in the discipline and specific subjects, allotted time for study, and marital status as potential contributors. Other factors can be school-related, such as pressure, teaching environment, interpersonal relationships, and family factors, including parenting style and support. Intrinsic factors include health status, anxiety, depression, stress, and self-efficacy (Lin & Yang, 2021).

The analysis reveals an interesting result of a significant negative relationship between academic resilience and achievement. Given the explanations and conceptualizations of various scholars in resilience research, resilience is considered a construct that functions against existing adversities. Therefore, the negative relationship between resilience and academic achievement can be influenced by the fact that academic achievement is not conceptually and operationally defined in this study as a negative construct that can be tagged as an existing adversity. There may be more specific adversities that can be identified along the way in the training process in higher education, which are part of academic achievement, such as academic burnout. Academic burnout is a clear psychological construct or adversity that requires resiliency. In addition, the students' academic achievement only partially depends on academic resilience, as many factors could contribute to their success. Elizondo-Omaña et al. (2010, as cited in Stofel & Cain, 2018) proved that resilience is not the sole determinant of academic grades.

Even though the majority of the studies in the literature state that there is a significant positive association between academic resilience and achievement, there are limitations within these studies, as earlier research heavily focused on samples from socially disadvantaged classes, thereby constraining the applicability of data to a more generalized population. It is crucial to acknowledge this point, as the knowledge gained can lead to interventions benefiting not only disadvantaged students but also those who are not disadvantaged. Additionally, previous studies concentrated solely on specific groups of schools within a district, limiting the empirical evidence that can be extrapolated to the broader population. Lastly, many international comparative studies lack a solid theoretical basis to support the interpretation of their findings (Agasisti & Longobardi, 2014; Borman & Overman, 2004; Cheung et al., 2013; Erberer et al., 2015; Graves, 2014; OECD, 2011, as cited in Hernandez & Bialowolski, 2016).

The findings also reveal that only instructor-related burnout significantly correlates positively with academic achievement. This intriguing evidence proves that the evidence in the literature is not always conclusive. There are still variations in terms of the findings depending on the cultural contexts. In light of this, Asghari et al. (2015) stated that the majority of results in the literature demonstrate negative correlations between academic burnout and academic achievement. However, using a larger sample of 789 first-year students, Kotze and Kleynhans (2014) found that academic burnout and its sub-factors, such as emotional exhaustion and cynicism, were significant predictors of academic achievement based on a stepwise multiple regression analysis. The results also revealed interesting yet different findings from other literature, as the evidence showed that students who experience emotional exhaustion exhibit higher academic performance. These conflicting results prove that existing evidence in the literature is not absolute, which means that further research in various contexts and cultures is always warranted. Notably, different countries or nations have unique cultures and upbringings that significantly influence the personal development of individuals (Kostis, 2021). Hence, such factors may influence the differences or conflicting evidence gathered from various studies conducted across the globe.

The correlations between resilience and academic burnout and their respective subfactors align with the existing body of literature. Building on the explanation provided in the preceding table, academic burnout is a psychological construct that is conceptually and

operationally defined and classified as a negative construct and existing academic adversity for students. Based on the presented levels of resilience and burnout in the preceding results and discussions, students exhibit high to very high resilience. This may contribute to the moderate to moderately high academic burnout experienced by the students, where the former mitigates the adverse impact of the latter.

In this context, Mansourian et al. (2021) discovered that resilience fortifies individuals' ability to manage stress and prevent academic burnout. Similarly, Romano et al. (2021) found evidence for an inverse relationship between academic burnout and resilience. Their findings suggest that relationships with classmates and instructors can protect against burnout. Smith and Emerson (2021) conducted an additional study that found resilience significantly negatively correlated with psychological distress, cynicism, and academic inefficacy. Moreover, even in a different context, such as among pediatric trainees in residency, the evidence reveals that many respondents experience burnout due to their training demands. Resilience, mindfulness, and self-compassion were found to be significantly related to burnout, serving as protective factors against it (Olson et al., 2015).

Significant statements were also extracted to further explain the results of the quantitative study and the emerging themes extracted from the interview conducted. For instance, the statement:

“[kapag nakatanggap ng constructive criticism] Unang ginagawa ko po ay nagpapasalamat ako sa kaniya... kasi para ma evaluate rin po ang sarili ko, at dito na po papasok yung self-assessment or self-reflection”
[after receiving constructive criticism] the first thing I do is express my gratitude to the person... because it will help me evaluate myself, and this is where self-assessment or self-reflection comes into play.”

This statement aligns with the evidence presented by Wulandari and Anugerahwati (2021), emphasizing the importance of constructive criticism in students' learning processes. Similarly, Winstone (2018) discovered consistent findings through various experiments, indicating that individuals are more likely to remember evaluative feedback or feedback related to their completed tasks. Since teachers in this institution actively provide feedback encompassing the graded factors and opportunities for improvement to achieve higher grades in subsequent tasks, students can identify areas they need to enhance to develop their potential throughout their academic training. This process also triggers self-reflection and assessment,

which positively affects the learning process and outcomes, especially when tied to a growth mindset, as substantiated by the experimental research of Kwan et al. (2022).

Despite this, the students are still prone to experiencing academic burnout due to multiple tasks and levels of difficulty, as attested by the moderately high levels of burnout observed across the study's sample. The qualitative data further describe this burnout as a combination of psychological and physical manifestations. This result is consistent with the existing literature in psychology research, as these two factors often work in conjunction to maintain the overall functioning of the human body. Relajo-Howell (2021) explains that the human brain produces biochemicals essential to the body's overall functioning and improving one's health. In addition, Bezliudnyi et al. (2019) further characterized burnout as a state [temporary] of mental, emotional, and physical exhaustion resulting from stress. The statement of the participant also supports this:

“Hindi po siya palaging nandyan, it occurs kung kelan tayo mas lubog sa gawain, temporary feeling or emotion lang siya.”

“It is not always there, it occurs when we are overwhelmed by various tasks, so it is a temporary feeling or emotion.”

On the other hand, individual differences come into play regarding academic achievement. The p -value of $< .05$ attests that such differences did not occur by chance and show significant differences in academic achievement. This result only proves that people are different from one another, and no two persons are the same. This is congruent with trait theory, which states people vary based on their innate personality traits (Worthy et al., 2020). A study indicates that even identical and fraternal twins have differences despite possessing related genes and the same parents (Podobnik et al., 2021). Thus, it is reasonable for students to possess variability, especially regarding their aspirations. Usually, students from different departments have goals that align with their programs (i.e., criminology and psychology), which may differ from others.

These students' varying orientations, academic training, and social environments also influence these differences in academic achievement. The Ecological Systems Theory by Bronfenbrenner supports this idea, as the theory highlights the importance of one's environment in their growth and development (Evans, 2023). Moreover, the individual circumstances of the

students, based on their academic experiences, also influence the variations in their burnout experiences. The statement supports this notion:

“Ibat-iba po ng teachers, ibat iba po ang kagroup, ibat iba po ng subjects, ibat iba rin po ng level of difficulty, so sa hindi naman po kasi pare-parehas ang mga bagay na binibigay sa aming activities or projects”

“There are different teachers, difference group members, different subjects which vary on the level of difficulty, which is why activities or projects that are assigned to us are not always the same”

Finally, empirical evidence from quantitative analysis, specifically the Pearson correlation, shows a positive correlation between instructor-related burnout and academic achievement. This suggests that the more students experience instructor-related burnout, the more likely they are to achieve high academic achievement. This result is intriguing, as most studies demonstrate the opposite: as instructor-related burnout increases, academic achievement decreases (Madigan & Curran, 2020). However, these prevalent results are not absolute, as the context of these studies varies in terms of culture, social environment, and more. Another study by Madigan and Curran (2021) highlights this, encouraging researchers to conduct further research. Multiple studies with robust designs are warranted to provide additional empirical evidence that explains the relationship between these two variables.

Another possible explanation for this result is the students' high resiliency and growth mindset despite the adversities they encounter. Furthermore, based on the interviews, most students experience burnout related to teachers or instructors, manifesting as multiple activities assigned with varying difficulty levels and diverse approaches depending on the students' programs.

“Sometimes po kasi may mga instructor po na nagbibigay ng consideration pero may iba rin naman na wala po talagang binibigay na consideration, kaya siguro isa yan sa factor na nakakaapekto sa akin”
“Sometimes there are instructors who give considerations, but there are also those who do not. So, I think that is one of the factors that affect me [in terms of burnout].”

This statement provides a subjective account of the students' experiences regarding the variations in how teachers implement their class policies. The learning approach is essential for educating and instilling values in students. Trigwell et al. (2013) discovered strong evidence linking learning approaches to

academic achievement and competencies development. Since the learning approach is indispensable to students' academic training, it is normal for different programs (e.g., criminology) to impose their classroom management, including rules and regulations, to be followed (i.e., as long as they still adhere to the rules and regulations set by the institution). Consequently, it is inevitable for some teachers to be perceived as strict based on their approach.

Interestingly, this strict approach is empirically correlated with student motivation, particularly in an Asian context like the Philippines, which differs from Western countries where a negative correlation is observed (Jiang et al., 2021). Consequently, the strict approaches implemented by instructors/teachers contribute to the positive association between instructor-related burnout and academic achievement. Simeon and Anna (2020) found that the learning approach of teachers, especially in how they discipline students, impacts their academic performance.

Conclusion

The quantitative phase revealed positive correlations between instructor-related burnout and academic achievement, whereas negative correlations were found between resilience, perseverance, and negative emotional responses to achievement. There is also a negative relationship between resilience and burnout. These results also showed that resilience is not the sole determinant of achievement but instructor-related burnout as well.

The qualitative phase further explained the preceding quantitative data analysis. The theme "growth mindset" expounds on how negative feedback and constructive criticism facilitate self-development and improvement among students. Meanwhile, the theme "psychosomatic manifestations" describes how the students experience both physical and psychological effects of academic burnout. The themes "individual aspirations and circumstances" further explained the differences in terms of their academic achievement and burnout.

It is recommended that students should employ sound time management skills to balance their tasks and other duties and responsibilities at school or home. They should also take adequate rest and leisure time for entertainment and other recreational activities to help alleviate and manage academic burnout. A strong support system would also help them overcome

burnout and other negative psychological challenges. Additionally, teachers are encouraged to balance the frequency and difficulty of tasks assigned to the students. It is also recommended for teachers to provide constructive criticism and feedback on the output or tasks of the students, helping them identify areas for improvement in their overall competencies.

On the other hand, the present study still has limitations. The results of the study are limited to a single tertiary institution with only six participating academic programs. A larger and more generalized population can provide more extensive and comprehensive research findings which can contribute to the holistic understanding of these variables. Thus, future researchers are recommended to include more participating institutions and academic programs. Future studies may also consider using samples from the teaching and non-teaching personnel, so comparison will be possible and an intervention program may be proposed if deemed necessary.

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Appendix 1

Quantitative results			
Findings	M	SD	Interpretation
Academic Resilience: Use teachers’ feedback to improve their work	4.69	.71	The students utilize the feedback they receive to improve their work
Think more about their strengths and weaknesses to help them work harder	4.50	.80	The students reflect on their strengths and weaknesses to exert more in their studies
Level of academic burnout:	48.27	18.45	The students experience moderately high academic burnout
Statistical Differences:	p-value		
Academic Achievement	.000		There are significant differences in terms of academic achievement and burnout, and studies-related, classmate-related, and instructor related burnout among the students
Academic burnout	.012		
Studies-related burnout	.009		
Classmate-related burnout	.027		
Instructor-related burnout	.002		
Significant Relationships:	r	p	

Qualitative Results		Integrative-inferences
<i>Excerpts from the interview</i>	<i>Themes</i>	
(P4) Dahil po sa mga negative feedback doon po ako mas na mold para mas magproduce pa ng better na ako para hindi na maulit ang criticism na yon (P2) ang experience ko sa academic performance ko sa LCC ay up and down talaga and more challenging pero alam ko kung paano makabawi kasi alam ko ang strengths and weaknesses ko.	Growth mindset	The students are able to use constructive criticism and negative feedback they receive to improve their academic performance
(P1) ako naman po ay naranasan ko na po na umiyak habang nag gagawa po ng mga workloads kasi nga po sabay-sabay. Tapos po ay one time ay parang sumabay po ang aking health. (P2) Mental exhaustion talaga ang binibigay ng ibang prof	Psychosomatic exhaustion	The students experience both psychological and physical manifestations of academic burnout
(P5) Kailangan naming totally paghandaan, ito na yung last step of our journey, yung board exam (P2) Hindi ka lang basta nakapagtapos, pero hindi ko minamaliit kung sino o anuman yung makuha ng iba, but for myself, mas gusto kong may ma achieve ako, not just the degree itself, but to graduate na may	Individual aspirations	The students have their own personal goals and career plans set for themselves that they aspire to accomplish

achievement, or na maintain ko siya, kasi self fulfillment po siya sa akin		
(P7) hindi po siya palaging nandyan, it occurs kung kelan tayo mas lubog sa gawain, temporary feeling or emotion lang siya. (P2) For me po yung bigat ng mga activities, whether individual or groupings hindi po siya naging madali kasi ibat-iba po siya ng teachers, ibat iba po ang kagroup, ibat iba po ng subjects, ibat iba rin po ng level of difficulty, so sa hindi naman po kasi pare-parehas ang mga bagay na binibigay sa aming activities or projects	Individual circumstances	The students differ in their experiences of the causes of their burnout, and each of them has individual perceptions or interpretations of these causes
(P3) Mas lalong na bo-boost ang confidence namin na ipakita kung ano pa po ang maipagmamalaki at maipakikita pa namin in the near future.	Growth mindset	The students are motivated by the challenges imposed by their instructors to not just improve themselves but also to attain their personal aspirations in life and career