Relationship Between Academic Burnout and Academic Resilience Manifest in Prospective Counselors During the New Normal Era

Indriyana Rachmawati*, Muh Farozin, Agus Basuki

Universitas Negeri Yogyakarta, Colombo St., No 1, Sleman, Special Region of Yogyakarta, 55281,Indonesia
*Corresponding author, e-mail: indriyanarachmawati@uny.ac.id

Abstract

Academic resilience has become an interesting topic of discussion as a result of the increase in academic burnout experienced by prospective counselors recently as a result of increasing academic assignments. Prospective counselors who experience academic burnout generally have poor academic resilience because they feel tired or bored with academic tasks while still studying, and this has an impact on the resulting performance. This research aims to determine the relationship between academic burnout and the academic resilience of prospective counselors. We used a quantitative research method, employing a correlation research design, to reveal the relationship between the two. The research sample involved 105 prospective counselor students in Indonesia taken using convenience sampling techniques. The research sample's data collection method employed a scale measuring academic burnout and academic resilience. The data was analyzed using the Pearson Product Moment method. The research results show that academic resilience has a negative relationship with academic burnout. This means that the higher the academic resilience that a prospective counselor has, the lower the academic burnout they experience, and conversely, the lower the academic resilience of a prospective counselor, the lower the academic burnout.

1. Introduction

In recent years, research on academic resilience has become an intriguing issue to explore. Academic resilience has garnered attention in the new-normal era as a response to increasing academic burnout experienced by individuals, including prospective educational counselors. Socio-cultural issues, lack of social support, and uncertain socio-economic conditions can exacerbate academic burnout, thereby impacting academic resilience decline (Badiee, 2023; Ghaslani, 2023; Neumann & Tillott, 2022). This suggests that socio-cultural, socio-economic, and social support issues affect counselor candidates' resilience by inducing academic burnout due to their inability to address these issues. Academic burnout experienced by counselor candidates typically begins with anxiety related to academic involvement (Aker & Sahin, 2022; Bumbacco & Scharfe, 2023; Hoter & Rutlinger, 2023). This situation undermines individuals' academic resilience as anxiety is a manifestation of academic burnout. Anxious individuals perceive academic involvement as less important than class attendance, thus choosing to withdraw due to emotional and physical fatigue in completing academic tasks, thereby affecting their resilience.

Academic resilience is an individual's ability to adapt, solve problems, set goals, and endure anxiety, pressure, stress, and academic setbacks (Ahmed & Shawl, 2023; Dalimunthe et al., 2021; Rachmawati et al., 2021). Academic resilience manifests in individuals' lives to help resolve academic challenges they encounter. Soroka (2022) and Hunting (2022) state that students with high resilience exhibit strong adaptive abilities. This is attributed to their socialization skills, self-acceptance, and understanding of the meaning of life. Field data on the academic resilience of prospective

educational counselor aged 19-23 years reveals that 34% (n=35) exhibit high to very high academic resilience, while the remaining 66% (n=70) demonstrate low to very low resilience. This indicates that educational counselor candidates' ability to solve problems and adapt to their circumstances remains inadequately developed due to academic burnout.

Academic burnout is a state of negative mindset towards academics, characterized by physical and emotional fatigue, apathy towards academics, and a lack of sense of achievement (He et al., 2022; Napoles, 2022). Individuals experiencing academic burnout typically exhibit persis-tent negative thoughts towards learning. This condition can arise due to high standards, excessive self-criticism, academic stress, and self-dissatisfaction, leading to academic burnout and impacting their academic performance (Choi et al., 2022; Tomek & Urhahne, 2022). Babb et al. (2022) add that academic burnout can result from an imbalance between the resources needed and the academic demands faced. Thus, academic burnout manifests as physical and emotional fatigue due to individuals' inabil-ity, in this case prospective counselors, to meet high standards, experience stress, and feel dissatis-fied with themselves.

Academic burnout can weaken individuals' academic resilience (Emerson et al., 2023; Sharifian et al., 2022), as it negatively influences academic resilience. Guidance and Counseling students as prospective counselors need to possess academic resilience because it affects their psychological well-being. Resilience is a crucial factor for the psychological well-being of school counselors and better attitudes in schools (Akgul & Atalan, 2022; Voon et al., 2022). This implies that academic resilience is essential for prospective counselors to achieve psychological well-being, maintain positive attitudes during their education, and avoid academic burnout. Moreover, with the advent of the new-normal era where academic complaints are caused by difficulties in following learning, lack of motivation to learn, burnout, and complaints of being unable to learn, all of which are due to resilience within oneself (Hastuti et al., 2022). Therefore, this study aims to determine the relation-ship between academic burnout and academic resilience in students in the new-normal era.

2. Method

The research method employed was quantitative, utilizing a bivariate correlation research design. A bivariate correlation design is a non-experimental research approach used to examine the relationship between two or more variables (Kuçukaydin, 2022; Nur et al., 2022; Shara & Hasibuan, 2022), in this case, between academic burnout and academic resilience. The sample consisted of 105 prospective educational counselors in Indonesia, selected using the convenience sampling technique. Convenience sampling is a non-random sampling method that involves selecting samples readily available for study (Bulut, 2022; Syafar, 2022).

Data collection was conducted using scales for measuring academic resilience and academic burnout. The academic resilience scale comprised seven aspects: (1) knowledge and skills to handle difficult situations (competence), (2) confidence in facing difficult situations (confidence), (3) build-ing physical and emotional safety (connection), (4) having good personal qualities (character), (5) making contributions to oneself and others (contribution), (6) overcoming difficulties positively and adaptively (coping), and (7) controlling actions and decisions (control). The academic burnout scale included three aspects: (1) emotional exhaustion, (2) reluctance to study (cynicism), and (3) de-creased achievement. Validity analysis of the scales revealed that 25 items on the academic burnout scale were valid, with a KMO and Bartlett's Test value of 0.814. The academic resilience scale had 28 valid items, with a KMO and Bartlett's Test value of 0.657. Data were analyzed using Pearson Product Moment.

3. Results

The relationship between academic burnout and academic resilience of prospective counselors are presented in Table 1. Based on the correlation results in Table 1, the significance value (2-tailed) between academic burnout (X) and academic resilience (Y) is 0.000, which is less than 0.05. This indi-cates a significant correlation between academic burnout and academic resilience among prospec-tive counselors. Moreover, the Pearson correlation coefficient (r) for the relationship between academic burnout and academic resilience is -0.498(> rtable of 0.159). This confirms the presence of

a correlation between academic burnout and academic resilience among the prospective counselors. Since the r value is negative, it implies that as academic burnout increases, academic resilience decreases. Conversely, as academic burnout decreases, academic resilience increases among the prospective counselors.

Table 1. Bivariate Correlation between Academic Burnout and academic resilience among prospective counselors

Correlations		Academic burnout	Academic Resilience
Academic burnout	Pearson Correlation	1	-.498**
	Sig. (2-tailed)		0.000
	N	105	105
Academic Resilience	Pearson Correlation	-.498**	1
	Sig. (2-tailed)	0.000	
	N	105	105
**. Correlation is significant at the 0.01 level (2-tailed).			

4. Discussion

The results indicate that higher levels of academic burnout among prospective counselors correspond to lower levels of academic resilience. Conversely, lower levels of academic burnout are associated with higher levels of academic resilience. This relationship is influenced by the amount of resources available to individuals; the more resources an individual has, the better they can achieve personal goals and effectively respond to academic challenges (Babb et al., 2022; Sharifian et al., 2022; Sharifian et al., 2023). Family and environment serve as significant resources for individuals to respond to academic challenges and mitigate academic burnout. Support from stakeholders, family, and friends can help individuals tolerate academic stress, thereby enhancing academic resilience (Badiee, 2023; Ghaslani et al., 2023; Hoter & Rutlinger 2023). Such support motivates individuals to persist in their educational institutions and fosters a desire to continue their studies. In contrast, individuals experiencing psychological pressure often have diminished motivation to attend school and a weakened sense of belonging, leading to increased academic burnout (Aker & Sahin, 2022; Emerson et al., 2023; Hunting, 2022). This psychological pressure reduces their academic resilience, making them cynical towards academic needs and diminishing their intent to attend school. Thus, it is evident that psychological pressure significantly impacts the academic resilience of prospective counselors in educational settings. High psychological pressure, coupled with a lack of a sense of personal achievement and insufficient resources, exacerbates academic burnout.

Academic burnout can arise from intense stress, often driven by an obsession with high productivity (Freund et al., 2021; Pope-Ruark, 2022). Individuals may fail to recognize, understand, and align their productivity with their own capabilities, thereby reducing the risk of academic burnout. Academic burnout manifests physically as deteriorating health and psychologically as burnout, rigidity, indifference, and, in severe cases, dropout (Bumbacco & Scharfe, 2023; Napoles, 2022). This implies that an inability to gauge and manage productivity, combined with a lack of resources, can lead to academic burnout. Persistent academic burnout can escalate stress, burnout, poor health, and even lead to dropout, ultimately diminishing academic resilience.

Prospective counselors require robust academic resilience to navigate the challenges leading to academic burnout. Individuals with high academic resilience can foster psychological growth, address issues under academic pressure, and manage anxiety, stress, and setbacks effectively (Ahmed & Shawl, 2023; Dalimunthe et al., 2021; Tomek & Urhahne, 2022). Anxiety and stress are manifestations of academic burnout; hence, the presence of academic resilience is crucial for helping individuals solve problems and endure the often-unstable academic environment. Winters (2022) adds that the instability of course content and uncertainty in creative processes can also affect an individual's academic resilience. This is because academic challenges increase unpredictably over time. Therefore, it can be concluded that academic resilience equips prospective counselors to handle the instability of coursework and the challenges of creativity, alongside managing anxiety and academic stress, which can contribute to academic burnout.

Overall, tension, anxiety, and academic stress among prospective counselors lead to physical and emotional academic burnout, adversely affecting their resilience. Individuals who are tense, anxious, and stressed are likely to experience physical and emotional fatigue, reducing their drive for self-achievement. Thus, support from family, friends, and stakeholders is essential in helping individuals manage academic issues, enhance their resilience, and sustain their willingness to engage in their education.

Five crucial elements for fostering academic resilience are: overcoming academic challenges, providing support, maturity through experience, finding a community, and the desire to advance (Fenwick et al. 2022; Sanchez & Morgan, 2022). These factors collectively contribute to building robust academic resilience. Furthermore, developing academic resilience involves self-motivation, personal development, and interaction (Choi et al., 2022; Ghaslani et al., 2023; Lei, 2023). Prospective counselors can enhance self-motivation by setting academic goals and practicing self-regulation. Personal development can be achieved through self-management, creativity enhancement, and personal growth. Interaction can be facilitated by building relationships and seeking help. Thus, prospective counselors can develop their resilience by motivating themselves to progress, securing support resources, engaging in personal development, and leveraging experiences to foster maturity. These strategies enable them to overcome academic challenges effectively. By employing these approaches, academic burnout can be managed, allowing prospective counselors to recover and achieve the desired academic success

College counselors or other mental health professionals can play a pivotal role in enhancing the academic resilience of prospective counselors through counseling and support services. College counselors can impart skills such as mindfulness, goal-setting techniques, and strategies to achieve these goals (Avci, 2022; Çakmak et al., 2023; Neumann & Tillott, 2022). These skills are crucial for prospective counselors to build academic resilience when faced with challenging situations, stress, and anxiety. Additionally, policymakers need to consider the integration of academic complexity with the academic stress experienced by individuals. Institutions should reevaluate counterproductive policies that hinder the development of academic resilience (Yang et al., 2021). This implies that college counselors and policymakers must collaborate to build the academic resilience of prospective counselors through skills training and supportive institutional policies.

5. Conclusion

Higher academic resilience among prospective counselors correlates with lower levels of academic burnout. This condition can be achieved when a prospective counselor is able to find the motivation and resources necessary to tackle academic challenges that could lead to physical-emotional exhaustion and a decline in self-quality. The implications of this research suggest that college counselors, through Counseling and Guidance Service Units, can utilize these findings to develop appropriate programs aimed at fostering academic resilience in prospective education counselors. The goal is to equip these individuals with the capacity to manage persistent academic challenges, anxiety, and stress associated with academic tasks. Future researchers are encouraged to investigate the relationship between social support, as identified in this study's discussion, and the variables of academic resilience and academic burnout. This exploration addresses a limitation of the current study, which did not examine the impact of social support on academic burnout and resilience. Social support is expected to play a crucial role in mitigating stress and anxiety during periods of academic tension for prospective counselors. Additionally, future studies could focus on developing specific skills or interventions, such as mindfulness techniques, to enhance individual academic resilience, thereby preventing academic burnout. Lastly, examining the design of institutional policies that support the development of individual academic resilience is recommended for future research.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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