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The Relationship Between Psychological Resilience and Academic Burnout among University Students in North Cyprus

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ABSTRACT

Resilient people utilize effective adapting techniques, an understanding of fact, an intense and enormous belief, and also the potential to improvise. Few studies indicated that burnout was visible extra among females than in male students. This study was done to ascertain the relationship between psychological resilience and academic burnout. The population of the study was University students and the sample was randomly selected. 300 participants were used for this study including male and female. Age range of participants was between 18 to 60 years. Educational level was also a factor in the study from undergraduate to phd. The result of the study proves that there is no relationship between psychological resilience and academic burnout among university students in North Cyprus. For future studies it's recommended that more qualitative studies should be done on these two variables and also more studies on the relationship and effect of resilience and academic burnout should be done for more clarity.

Keywords: Resilience, Academic burnout, Students.

1. Introduction

Academic burnout has been more like a norm for students in schools nowadays. From their zeal and hobby in getting a degree to a total drop of interest, from a ninety percent to five percent or less. Studies research suggest that pressure resulting from the homework, courses, or other mental elements associated with the college (Yang & Farn, 2005; McCarthy, pretty & Catano, 1990) mirroring of burnout detected in educators on the students (Howes, Matheson and Hamilton, 1994); either the terrible impact bodily, structural, communal and educational inadequacy of schools might also set off educational burnout (Woodrum, 2005; Grayson & Alvarez, 2008; Tatar & Horenczyk, 2003). A few studies found that burnout was more visible amid female students than in male scholars (Salmela-Aro, Savolainen & Holopainen 2009; Erturgut & Soysekerci, 2010). Academic burnout includes the thoughts of overwhelming emotional exhaustion, cynicism because of academic works, and feelings of inefficacy because of excessive demand in academics.

Gender also would possibly have a critical function to play within the effect of psychological resilience on educational burnout. Burnout may also cause mental misery inside the shape of tension, despair, frustration, hostility or worry. Previous studies have shown that burnout can cause decreased determination, higher income, trancy, reduced efficiency, low confidence, and reduced human thoughts (Maslach & Pines, 1977; Cordes & Dougherty, 1993; Maslach, 1978). Exact investigations have uncovered that understudies who experience academic burnout show attributes, for example, negative view of the learning condition, significant levels of apparent remaining burden, absence of eagerness in subjects of study, powerlessness to continually go to classes, absence of cooperation in classroom exercises, and unimportance in school exercises, bringing about helpless academic accomplishment (T. Akbay and L. Akbay 2016, Winga et al. 2016). The presence of stressors all over the place but the various methods of how people respond to pressure suggest that reactions to stress isn't general as one individual can adapt better to inside worry over someone else (Xin et al., 2017). Past investigations characterized worry as the distinction and incongruence between request in a circumstance and the adapting techniques (Okeke, Adu, Drake and Duku, 2014; Okeke, Shumba, Rembe, and Sotuku, 2015).

This study aims to investigate the relationship between psychological resilience and academic burnout of university students studying in North Cyprus, in terms of age, educational level and gender. This study will assist to get clarity on the ways of how gender, age and educational levels are linked to the relationship between psychological resilience and academic burnout.

1.1 Research Questions

a. Is there a significant relationship between psychological resilience and academic burnout?

b. Is there any significant differences in resilience based on gender among students?

c. Is there any significant differences in academic burnout based on gender among students?

d. Is there a significant relationship between age and resilience?

e. Is there any significant differences in resilience based on educational level among students?

f. Is there a significant difference in academic burnout based on educational level among students?

1.2 Theoretical Framework

Gender schema principle by using Sandra bem is a social-cognitive principle approximately the way humans in geographically become male or female from their childhood and the effect of this gender grouping on their perception and specific actions throughout their life. children increase ideology and theories concerning what approach to be male or female (known as gender schemas) from childhood and also use those theories to group statistics, choose choices, and manage behavior. This social-cognitive theory stands as a strong foundation of this research concerning its agreement that humans alter their behaviours primarily based on gender, which may be visible as gender having a part to play in resilience.

2. Research Design and Sample

A quantitative research method was used in this study which is based on logic and related to deductive approach. A sub-type of descriptive research design was used for the study. Survey was more suitable for the study. The population used for the research are university students. Due to the fact that the total number of the population is unknown, about 300 students were reached to participate in the study. Participants' age range will be between 18-30, Undergraduate and masters students were used, both male and females. Nationalities for the survey were Turkish, Cypriots and Africans and others. The participants were all english speaking students. A survey (questionnaire) was used to collect data from participants which was randomly selected using convenience sampling technique (a non-probability sampling methodology). The sample used for the study did not include any drop out or any vulnerable individual or group.

2.1 Data Collection

The 2009 Resilience scale was used for this research. The 14-item resilience scale (2009) was developed by Gail Wagnild which is the latest resilience scale for researchers. In 2009 Gail Wagnild created a shorter 14-item resilience assessment scale obtained from the first created Resilience Scale called the RS14. The first Resilience Scale created and the RS14 were strongly related ($r = 0.97$, $p>0.001$). Five important features that add up to resilience are seen in the RS14 scale. Cronbach's alpha of the scale .89 to .96 used in checking the reliability of the scale.

(MBI-SS; Schaufeli et al., 2002) in this study was used to measure scholars academic burnout. MBI-SS is a 15 items scale that is configured to measure burnout amidst students. The MBI-SS is a somewhat advanced type of the Maslach Burnout Inventory- General Survey MBI-GS (Schaufeli, Leiter,Maslach, & Jackson, 1996). Example, the first question on the MBI-GS "I feel emotionally drained from my work" is reconstructed in the MBI-SS as "I feel emotionally drained from my studies" (Breso, et al., 2007; Schaufeli, et al., 2002). Every item on the MBI-SS is rated on the 7-point scale that ranges from (Never) 0 to 6 (Always). MBI-SS has 3 sub-scales that measure the 3 concept of burnout. Which includes: Academic Efficacy (6 items), Emotional Exhaustion (5 Items) and (4 Items) Cynicism (Schaufeli, et al., 2002). The Cronbach's alpha coefficients on the 3 concepts of MBI-SS more than .70. After the scale was accessible, with the permission of the developer, the test was given to the participants (samples) the subjects filled the 14-item resilience scale which range from strongly disagree to strongly agree 1 to 7.

2.2 Data Analysis

The participants willingly participated in the study. Informed consent was issued to them and the demographic information filled by the participants was kept confidential. The sample environment was conducive for the study, it was done at the University environment, a calm and energetic environment for learning which could make the participants in a relaxed and appropriate mood for a survey. The data collected was analysed using PSPP. Pearson Correlation was used to analyze the relationship between psychological resilience and academic burnout, independent t- test was used to test if there are any significant differences on resilience based on gender and also if there are any significant differences on academic burnout based on gender among students. To analyze if there is a relationship between age and resilience, Pearson correlation was used. One way Anova was used was to test if there is a difference on resilience based on educational level and also if there is a difference on academic burnout based on educational level among students. While Pearson correlation was used to test the relationships, independent t-test was used to test gender because gender is a nominal data, but one way-anova was used to test for educational level because it's ordinal data.

3. Results

Participants were 300 including male and female (gender), ranging from 18-60 years (age), undergraduate, Masters and phd. All participants were students of near east university which was part of the limitation discussed in this study.

Table 1. Correlations between Academic burnout and Resilience.

The following table shows the correlation between academic burnout and resilience using the Pearson correlation or it's analysis. Showing the *p* value and the *r* correlation coefficients, which measures the strength and direction of a linear relationship between resilience and academic burnout.

Correlations

		academic_burnout	resilience
Academic_burnout	Pearson	1.00	0.02
	Correlation		.692
	Sig. (2-tailed)		
	N	300	300
Resilience	Pearson	.02	1.00
	Correlation	.692	
	Sig. (2-tailed)		
	N	300	300

Note. N = 300;

Table 1 indicates that " There is no significant relationship Between psychological resilience and academic burnout r (298)=.023, p=.692."

The number of participants for the survey was 300. The hypothesis for this correlation is that there is a correlation between academic burnout and resilience which was the assumption of the study. However the result came out as there is no significant relationship between psychological resilience and academic burnout altering the hypothesis.

Table 2a. Group Statistics on Resilience based on gender.

The below tables (2a-2b) shows the differences between male and female resilience level. Showing the N, Mean, SD, and df .

Group Statistics

Gender		N	Mean	Std. Deviation
Resilience	Female	167	76.71	14.38
	Male	133	75.96	11.76

Note. N = 300; N = population, Mean = M which is the average of the data collected, SD

= Standard Deviation.

Table 2b. Difference in resilience between male and female.

Independent sample t-test

		T-test for Equality of means		
		t	df	Sig. (2-tailed)
Resilience	Equal variances assumed	.49	298.00	.627
	Equal variances not assumed	.50	297.78	.619

Note. t-statistics, the ratio of departure from the estimated value; df = Degree of freedom.

Table 2a and 2b indicates that "There is no significant differences in resilience between

female (76.7,14.4) and male (75.9,11.8) t (298) = .49, P = .627 ."

Table 2a to 2b: Looking at the number of male and females who participated in the study and how the numbers are almost the same, one would think that there could be a difference in resilience based on gender, but in this study no difference was dictated. An independent sample t-test was used to find the difference while a group statistics was made for the research question.

Table 3a. Group Statistics on Academic Burnout based on gender.

The below tables (3a-3b) shows the differences between male and female academic burnout. Showing the N, Mean, SD, and df .

Group statistics

gender		N	Mean	Std. Deviation
Academic_burnout	Female	167	40.64	6.10
	Male	133	41.60	6.16

Note. N = 300; N = population, Mean = M which is the average of the data collected, SD = Standard Deviation

Table 3b. Difference in Academic Burnout between male and female.

Independent sample t-test

		T-test for Equality of Means		
		t	df	Sig (2-tailed)
Academic_burnout	Equal variances assumed	-1.35	298.00	.178
	Equal variances Not assumed	-1.35	281.79	.179

Note. t-statistics, the ratio of departure from the estimated value; df = Degree of freedom.

Table 3a and 3b indicates that " There is no significant differences in academic burnout between female (40.6,6.1) and male (41.6,6.2) t (298) = -1.35, P = 1.78." The number of male and females who participated in the study and how the numbers are almost the same, but in this study no difference was dictated on academic burnout based on gender . An independent sample t-test was used to find the difference while a group statistics was made for the research question.

Table 4. Correlation between Resilience and Age.

The following table shows the correlation between age and resilience using the Pearson correlation or it's analysis. Showing the *p* value and the *r* correlation coefficients, which measures the strength and direction of a linear relationship between resilience and age.

Correlation

		resilience	age
Resilience	Pearson correlation	1.00	-.04
	Sig. (2-tailed)		.448
	N	300	300
age	Pearson correlation	-.04	1.00
	Sig. (2-tailed)	.448	
	N	300	300

The above table shows that "There is no significant relationship between age and resilience r(298) = -0.044, P = .448."

Table 4, shows the correlation between resilience and age, with a sample of 300 participants. The result of the study shows no correlation between resilience and age. Although the assumption of the research question is that age and resilience works hand in hand. Hoping that resilience has a relationship or is connected to the age . The participants of the study prove otherwise as no correlation was found between resilience and the age of the participants.

Table 5a-5c. Difference in resilience based on Educational Level.

The following tables (5a-5c) shows the descriptive analysis of resilience and educational level. Showing the N, Mean,std. Deviation, including the homogeneity of variance using one-way anova.

Descriptives

		N	Mean	Std. Deviation
resilience	Undergraduate	172	76.52	12.52
	Masters	96	75.94	14.87
	PhD	32	76.94	12.41
	Total	300	76.38	13.26

Table 5b

Test of Homogeneity of variances

	df1	df2	sig.
resilience	2	297	.537

Table 5c

ANOVA

		df	f	sig.
resilience	Between groups	2	.09	.913
	Within groups	297		
	Total	299		

The tables above shows that " There is no significant difference in resilience based on educational level f (2,297) = .091, p= .913.

Differences in resilience based on the participants educational level was shown in Table 5a to 5c with a description table showıng the educatıonal levels which included undergraduate, masters, phd. The mean of the educational levels was wrıtten and shown likewise on the descriptive table. Anova was used to show the difference in resilience between the educational levels and within the educational levels. The study shows that there is no significant difference in resilience based on educational level.

Table 6a-6c. Difference in Academic Burnout based on Educational Level.

The following tables show the descriptive analysis of academic burnout and educational level. Showing the N, Mean,std. Deviation, including the homogeneity of variance using one-way anova.

Descriptives

		N	Mean	Std. Deviation
academic_burnout	Undergraduate	172	41.44	6.15
	Masters	96	40.54	6.07
	PhD	32	40.63	6.30
	Total	300	41.07	6.14

Table 6b

Test of Homogeneity of variance

	df1	df2	sig.
academic_burnout	2	297	.910

Table 6c

ANOVA

		df	f	sig.
academic_burnout	Between groups	2	.75	.471
	Within groups	297		
	Total	299		

Table 6a - 6c indicates that"There is no significant difference in academic burnout based

on educational level f (2,297) = 0.755, P = .471."

The table 6a to 6c also showed differences in academic burnout based on educational level. Although no difference was detected in academic burnout based on educational level in the study after the survey was done with the participants of the study.

4. Discussion

In this study, the result shows there is no significant relationship between academic burnout and psychological resilience. Independent sample t-test confirmed the significant differences between resilience and gender. Which means that gender has no connection with resilience among students. Likewise with the differences between gender and academic burnout, using independent sample t-test, the result of this study shows that gender has no role to play in burnout among students which is consistent with Güdüok et al. (2005) that also detected no difference in gender among students. But the result is inconsistent with (Salmela-Aro, Savolainen & Holopainen 2009; Erturgut & Soysekerci, 2010) they found that burnout was different between male and female. The relationship between resilience and academic burnout that was measured using pearson correlation showed that no relationship was found between the two variables. Proving that resilience has no influence on burnout of students. Also the result showed no relationship between age and resilience. The age range involved in this study was between 18 to 60 years and no relationship was found between the variables. Educational level differences on resilience was measured in this study with one-way anova and the result from the study shows no difference on resilience based on educational level. Lastly, educational level differences on academic burnout was also measured using the same one-way anova and no difference was seen in the result.

5. Conclusion

This research was made to identify the correlation resilience has with academic burnout. Although North Cyprus has a smooth learning process that is favorable to students, some students get overwhelmed by the academic environment and so on which creates academic burnout for them. During the years of study the researcher interacted with students which most of them complained about fatigue they felt academically. Some ended up dropping out from school.

Although the factors that made them drop out of school were not just connected to the academic environment, also external factors contributed to the academic burnout. Some of the students the researcher interacted with had some level of resilience which made them stand against the odds. That was part of the reason, the researcher decided to research on this topic in order to know the relationship between resilience and academic burnout. This recent study explored if any significant relationship is found between psychological resilience and academic burnout, and this study proved that no significant relationship was found between psychological resilience and academic burnout. The recent study made known the previously unknown relation between resilience and academic burnout among students in North Cyprus. This study also provided evidence of some factors like gender, educational level and age. How these factors influence resilience and academic burnout, how these factors build up resilience and also burnout academically in students of North Cyprus.

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