



## Academic Burnout and Resilience among Secondary School Students in Bangladesh

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**ABSTRACT:** Objectives: The study aimed to assess the academic burnout and resilience among secondary school students and to examine their relationship at a selected high school in Bangladesh. Methods: Using a convenience sampling technique, a descriptive correlational study was conducted among 114 selected participants. Data was collected through face-to-face interviews. Both descriptive and inferential statistics were used to analyze the data. Results: The result showed that the total mean of academic burnout was  $2.54 \pm 0.66$  which indicated the low level of academic burnout and the total mean of resilience was  $3.73 \pm 0.56$  which indicated the moderate level of resilience. The study result showed that there was a statistically significant negative correlation between academic burnout and resilience ( $r = -.641$ ,  $p = .000$ ). Conclusion: This study finding provide baseline information to the policymaker and school teacher for developing certain program to increase students resilience skills by developing social competence, problem solving capacity and confidence. It would help pediatric nurses to design and implement effective health education program that helps students to mitigate the negative effects of burnout syndrome.

**Keywords:** Academic Burnout, Resilience, Secondary School Students

### I. INTRODUCTION

Educational life is crucial for individuals and impacts other aspects of life (Alshammari, Mohamed, Nageeb, & Sallam, 2019). Students face numerous challenges in achieving their goals, leading to high pressure and academic burnout. Despite positive experiences, educational materials can contribute to academic burnout (Alarcon, Edwards, & Menke, 2011). Academic burnout is a feeling of exhaustion from high academic demands, causing negative attitudes and pessimistic feelings toward assignments (Oyoo, Mwaura, Kinai, & Mutua, 2020). Academic burnout involves three main subcategories: emotional

exhaustion, cynicism, and academic inefficacy. Emotional exhaustion stems from academic pressure, while cynicism arises from disappointment or frustration (Charkhabi, Abarghuei, & Hayati, 2013). Academic inefficacy, the final phase, leads to inadequacy and reduced competence, resulting in low academic achievement (Oyoo et al., 2020; and Baudewyns, Bruyneel, Smith, Sevotte, & Dancot, 2021). Academic resilience is a concept that emphasizes the strengths and optimal functioning of learners, promoting a positive attitude and effective strategy in response to stressors (Jensen, Trollope, Walters, & Everson, 2008; and Santhosh & James, 2013).

Academic burnout is more prevalent in Asian countries, with over half of Korean students experiencing high stress due to academic issues (Rahmatpour, Chehrzad, Ghanbari, & Edraimi, 2019). Kenya's national examination pass rates declined, with an increase in candidates from 13,700 in 2014 to 16,470 in 2016 but not increase in students obtaining grades A to C+ dropped from 39.3% in 2014 to 16.9% in 2016 (Mwangi, Okatcha, & Ireri, 2015). A study in India revealed that 50 percent of students experience academic burn out (Vijay, Peter, Gonsalves, & Ramesh, 2020). On the other hand, In Bangladesh in 2019, 73.93% of high school students passed the HSC or equivalent admission test and 26.07% of students dropped out indicating excessive academic stress and social negligence (Mamun, Shafiq, Hosen, & Mamun, 2021).

Academic burnout stems from school demands, teacher expectations, course tensions, and high societal expectations including families and teachers regarding their academic achievement (Ozhan & Yuksel, 2021). Evidence indicates that students with academic burnout manifesta negative perception of the learning environment, difficulty in attending classes, lack of interest in classroom activities, disaffiliation, meaninglessness in academic activities, and mental health issues during and after



school, resulting in poor academic performance (Charkhabi et al., 2013; and Fiorilli et al., 2014). For instance, various high schools have resorted to remedial teaching that is carried out after normal teaching hours, holiday tuition, and rigorous weekly tests aimed at helping students pass their examinations (Alarcon, Eschleman, & Bowling, 2009; and Oyoo, Mwaura, & Kinal, 2018). Under these conditions, students experience academic burnout from being overloaded with academic activities which leads to absenteeism, high dropout rates, and low academic achievement (Jagodics & Szabo, 2022).

Previous other studies have explored various factors of academic burnout that affect students' academic achievement (Hossain, Tofail, Sujun, Arifeen, & Hamadani, 2021; and Rahman, Munam, Hossain, Hossain, & Bhuiya, 2023), but little has been done on how academic burnout relates to students' resilience in the region. It is based on the aforementioned literature that the current study has established a relationship between academic burnout and resilience and also focused on the importance of resilient characteristics, and how they can effectively protect students from severe forms of maladjustment, such as school burnout. Studies have revealed that students who have high academic resilience are able to possess successful self-perception and withstand stressful academic activities (Garcia-Izquierdo, Ríos-Risquez, Carrillo-García, & Sabuco-Tebar, 2015; Barboza, Torres, & Nunez, 2015; and Kamalpour, Forouzi, & Tirgari, 2017). Resilience may be one of the important resources that can be nurtured to enable students to cope in the face of academic challenges and avoid the negative effects of academic burnout (Mwangi et al., 2015; Oyoo et al., 2018; and Wang, Sun, & Wu, 2022).

Several studies have investigated the association between academic burnout and resilience. In a study by Oyoo et al. (2018) in Kenya showed that secondary school students have relatively low levels of academic burnout. In this regard, Janatolmakan et al. (2021) in Iran and Dogan & Dogan (2023) in Turkey reported that high school students experience moderate to high levels of academic burnout. In terms of resilience, a study conducted in China (Wang et al., 2022) and another study in the Philippines (Barrera, 2022) have shown moderate to high levels and low levels of resilience indicated in Italy (Romano, Consiglio, Angelini, & Fiorilli, 2021). The results related to the relationship between academic burnout and resilience in secondary school students indicate a negative and significant relationship (Oyoo et al., 2018; and Romano et al., 2021) but various studies have reported different correlation coefficients (García-

Izquierdo et al., 2015; Oyoo et al., 2018; Lee, 2019; and Janatolmakan et al., 2021).

Given the severe consequences of academic burnout, researchers noticed that students had feelings of exhaustion due to much demands of studying periods, tests, assignments and quizzes. This could be a stressful environment that creates a source of burnout. Consequently affecting their resilience skills that may lead to failure in academic performance. Although academic burnout is a well-documented phenomenon worldwide; there have been a few attempts to examine academic burnout and resilience among secondary school students in the Bangladesh context. Few educational researchers have investigated academic stress, anxiety, and depression among students but the findings have been poorly conclusive. Other researchers had also conducted the academic burnout and self-efficacy among students but this study was conducted on different university students and the variable was not significantly related to academic resilience. Additionally, this study inadequately focused on academic burnout and resilience among secondary school students. Therefore the current study attempts to fill this gap. The aim of this study was to examine the relationship between academic burnout and resilience among secondary school students in Bangladesh.

## II. OBJECTIVES OF THE STUDY

General objective of this study is to assess the academic burnout and resilience among secondary school students and to examine their relationship at a selected high school in Bangladesh.

## III. METHODOLOGY

**Study Design:** A descriptive correlational study design was used to assess the academic burnout and resilience among secondary school students and to examine their relationship at a selected high school in Bangladesh. The study was conducted from January to December 2023.

**Study Participants:** The target population of the current study was all secondary school students in Bangladesh. The setting was the City Corporation Ideal High School, Dhalpur, Dhaka, in Bangladesh. The students of classes IX and X were the participants in this study. There are numerous schools in Dhaka city, somewhere there is studying only boys or only girls. There were about 1100 adolescent students both boys and girls studying in this school. Among them, 300 students were studying in classes IX and X, which came from different cultures of the country. Also, learning style differs from gender. As a result, researchers would like to get an opportunity to



interact with different students from different backgrounds, religions, cultures, and studying styles. A large number of students were studying in this school. Therefore, the sample was drawn from this setting that would be an appropriate representation of all secondary school students with academic burnout and resilience in Bangladesh.

A convenience sampling method was applied to select the sample of this study. The sample size for the study was calculated by using G Power analysis. The statistical parameters used as an acceptable level of significance at  $(\alpha) = 0.05$ , an expected power  $(1-\beta) = 0.80$  and a medium effect size  $= 0.30$ . The calculated sample size of this study was 95. To reduce the attrition rate by 20% more samples were added. Therefore, the total sample size was 114. A total of 38 students from class IX and 76 students from class X were willingly participated in this study conveniently. However, students who had a previous mental illness or disturbance of consciousness were excluded from this study.

**Instruments:** A self-introduced structured questionnaire was used to collect the data for this study. It consists of three parts including: (I) Socio-Demographic Questionnaire (SDQ): Self-administered questionnaire covering socio-demographic characteristics and academic data. This part was designed by the researchers based on literature review and experts' opinion. This questionnaire consists of 15 items. (II) Maslach Burnout Inventory-Student Survey (MBI-SS): The instrument consists of 15 items with three subscales: emotional exhaustion (5 items), cynical attitude towards academic work (4 items), and academic efficacy (6 items). All the items measuring emotional exhaustion and cynicism are negatively worded whereas those academic efficacy are positively worded; therefore the researchers further modified this scale.

MBI-SS contains 5-point Likert scale ranging from 1= never to 5= always. Higher scores indicated higher levels of burnout. (III) Connor-Davidson Resilience Scale (CD-RISC-25): Connor-Davidson Resilience Scale (2003) was used to measure resilience in the participants containing 25 items which are developed by Connor and Davidson (2003). This was a 5 point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The total score was ranged from 25 to 125, with higher scores indicating greater resilience. The validity of the instrument was checked by the expert panels of NIANER, who are knowledgeable and experienced in the field of conducting nursing research and instrument development. The researcher reviewed

and revised the modified instrument using the expert's suggestions.

**Data Collection Methods:** Researcher was introduced with study participants and explained the study purpose, data collection procedure and benefit of this study and asked for their cooperation. Confidentiality, anonymity and privacy of the data provided by the participants were strictly maintained by using a coding system. The participants were informed by the researcher that they had full right to withdraw from the study at any time without any obligation. The researcher took verbal and written consent from the participants and school authority to participate in this study. Researcher collected data by a Bengali version. Then researcher instructed to fill up the questionnaire independently and individually without any help or sharing with others. It took approximately 25-30 minutes to complete the question. During return back, the researcher checked the questionnaire for its completeness; if anything missing, the researcher requested the participants to make it completed.

**Data Analysis:** All collected data were cleaned and entered in to a data sheet with the help of the computer software program (SPSS version 23). Then the data were checked, rechecked for clarity and edited manually for consistency to minimize the error or incompatibility. Two types of data analysis were performed: descriptive and inferential. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to measure socio-demographic characteristics. Inferential statistics such as t-test, ANOVA (Analysis of Variance) and Pearson product-moment correlation coefficient was used to examine the relationship among socio-demographic characteristics, academic burnout and resilience.

#### IV. RESULTS

**Table 1: Distribution of Socio-demographic Characteristics of Secondary School Students (N=114)**

Table 1 shows the socio-demographic characteristics of the participants. The mean age of the participants was 15.62 (SD=.846) years old. The majority of the participants (66.7%) were female and 33.3% were male. The majority of the participants (77.2%) were born in urban and minorities of the participants (22.8%) were born in rural areas. Two-third of the participants (63.2%) were read in class ten and above one-third of them (36.8%) were read in class nine. In terms of parents' educational level, nearly half (47.4%) of the parents had completed the SSC education, and above quarter of them (28.9%)



completed primary school, a few of them (18.4%) completed HSC or above and the least number of parents (5.3%) had no found education. The average monthly family income was 25162.28 BDT (SD=13130.13). The majority of the participants' (58.8%) child-mother relationships were highly satisfied, a few of them (26.3%) were satisfied and the least of them (14.9%) were neutral. In terms of child-father relationships, less the half of them (43.9%) were highly satisfied, 42.1% were satisfied, 10.5% were neutral and only 1.8% were highly dissatisfied. Below half (47.4%) of the student's relationship with their teacher was satisfied, one-third of their relationship (33.3%) was very satisfied, 16.7% was neutral, 1.8% was dissatisfied and 0.9% was very dissatisfied.

Above half of the participants (51.8%) had very much study pressure in the last two months, less

than half of them (43.9%) had much pressure, 2.6% had very little pressure and 1.8% had little pressure. The majority of the participants (70.2%) exercised for one hour a week, 21.1% exercised for two hours a week, 5.3% exercised for three hours a week and 3.5% exercised for four hours a week. Most of the participants (94.7%) had never smoked. In this study almost all participants had never drunk. Nearly half of the participants (48.2%) were satisfied with their study, and 17.5% were very satisfied. In contrast, few students (6.1%) were dissatisfied and only .9% were very dissatisfied with their study. Below one-third of the participants' (34.2%) sleep quality in the past two months was fair, 27.2% was good, whereas 21.9% was poor, 8.8% was very good and 7.9% was very poor respectively.

**Table 2: Distribution of Academic Burnout of Secondary School Students (N=114)**

Items	Never n (%)	Rarely n (%)	Sometimes n (%)	Often n (%)	Always n (%)	M± (SD)
<b>Emotional Exhaustion</b>						<b>13.68±3.53</b>
I feel emotionally drained by my studies	20 (17.5)	14 (12.3)	61 (53.5)	18 (15.4)	1 (.9)	2.70±.968
I feel used up at the end of a day at school	6 (5.3)	5 (4.4)	23 (20.2)	21 (18.4)	59 (51.8)	4.07±1.173
I feel burned out from my studies	25 (21.9)	9 (7.9)	69 (60.5)	7 (6.1)	4 (3.5)	2.61±1.00
I feel tired when I get up in the morning and I have to face another day at school	42 (36.8)	11 (9.6)	32 (28.1)	17 (14.9)	12 (10.5)	2.53±1.39
Studying or attending a class is really a strain for me	66 (57.9)	15 (13.2)	27 (23.7)	6 (5.3)	-	1.76±.989
<b>Cynicism</b>						<b>9.63±2.73</b>
I have become less interested in my studies since my enrollment at the school	55 (48.2)	14 (12.3)	38 (33.3)	5 (4.4)	2 (1.8)	1.99±1.07
I have become less enthusiastic about my studies	65 (57.0)	15 (13.2)	27 (23.7)	5 (4.4)	2 (1.8)	1.81±1.05
I doubt the significance of my studies.	49 (43)	13 (11.4)	28 (24.6)	21 (18.4)	3 (2.6)	2.26±1.26
I have become more cynical about the potential	10 (8.8)	8 (7.0)	20 (17.5)	59 (51.8)	17 (14.9)	3.57±1.10



Items	Never n (%)	Rarely n (%)	Sometimes n (%)	Often n (%)	Always n (%)	M± (SD)
usefulness of my studies						
<b>Academic Efficacy</b>						<b>14.72±5.51</b>
I can't effectively solve the problems that arise in my studies	15 (13.2)	12 (10.5)	29 (25.4)	12 (10.5)	46 (40.4)	3.54±1.44
I believe that I don't make an effective contribution to the classes that I attend	47 (41.2)	8 (7.0)	37 (32.5)	15 (13.2)	7 (6.1)	2.36±1.30
In my opinion, I am not a good student	58 (50.9)	8 (7.0)	31 (27.2)	7 (6.1)	10 (8.8)	2.15±1.34
I don't have learned many interesting things during the course of my studies.	52 (45.6)	9 (7.9)	35 (30.7)	13 (11.4)	5 (4.4)	2.21±1.26
I never feel stimulated when I achieve my study goals.	52 (45.6)	14 (12.3)	33 (28.9)	12 (10.5)	3 (2.6)	2.12±1.18
During class I don't feel confident that I am effective in getting things done.	50 (43.9)	10 (8.8)	32 (28.1)	10 (8.8)	12 (10.5)	2.33±1.39
<b>Total Mean of Academic Burnout (Mean of Mean)</b>						<b>38.03±9.93 (2.54±0.66)</b>

Table 2 shows the distribution of academic burnout of the students. Result shows that the mean scores of academic burnout for secondary school students were 38.03±9.93. The mean scores of academic burnout subscales of emotional exhaustion were 13.68±3.52, cynicism were 9.63±2.73 and academic efficacy were 14.72±5.50, respectively. The analysis revealed that the majority of the participants (53.5%) stated that they sometimes felt emotionally drained by their studies. More than half of the participants (51.8%) reported that they always felt used up at the end of a day at school. The majority of the participants (60.5%) sometimes felt burned out from their studies. Above one-third of the participants (36.8%) expressed that they never felt tired when they got up in the morning and they never faced another day at school. The majority of the participants (57.9%) stated that they never attended a class is really a strain for them. Nearly half of the participants (48.2%) reported that they were never

less interested in their studies since enrollments at the school. The majority of the participants (57%) were never less enthusiastic about their studies.

More than half of the participants (51.8%) declared that they were often more cynical about the potential usefulness of their studies. Above less than half of the participants (43%) stated that they were never doubted the significance of their studies. Lower than half of the participants (40.4%) said that they always couldn't effectively solve the problems that arise in their studies. Less than half of the participants (41.2%) believed that they made an effective contribution to the classes that they attended. Half of the participants (50.9%) thought that they were never bad students. Below half of the participants (45.6%) had learned many interesting things during their studies. Less than half of the participants (45.6%) felt stimulated when they achieved their study goals. As a result, 43.9% of the students stated that during class



they always felt confident that they were effective in getting things done.

**Table 3: Distribution of Resilience of Secondary School Students (N=114)**

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M± (SD)
	n (%)	n (%)	n (%)	n (%)	n (%)	
I am able to adapt when changes occur	2 (1.8)	41 (36.0)	13 (11.4)	36 (31.6)	22 (19.3)	3.31±1.19
I have one close and secure relationship	29 (25.4)	15 (13.2)	22 (19.3)	30 (26.3)	18 (15.8)	2.94±1.43
Sometimes fate or God helps me	2 (1.8)	2 (1.8)	13 (11.4)	31 (27.2)	66 (57.9)	4.38±.88
I can deal with whatever comes my way	1 (.9)	9 (7.9)	22 (19.3)	61 (53.5)	21 (18.4)	3.81±.86
Past success gives me confidence	3 (2.6)	6 (5.3)	11 (9.6)	56 (49.1)	38 (33.3)	4.05±.93
I try to see the humorous side of things when I am faced with problems	2 (1.8)	4 (3.5)	14 (12.3)	58 (50.9)	36 (31.6)	4.07±.85
Having to cope with stress can make the stronger	6 (5.3)	14 (12.3)	18 (15.8)	42 (36.8)	34 (29.8)	3.74±1.16
I believe most things happen for a reason	5 (4.4)	15 (13.2)	14 (12.3)	53 (46.5)	27 (23.7)	3.72±1.10
I tend to bounce back after illness, injury or other hardships	4 (3.5)	17 (14.9)	20 (17.5)	40 (35.1)	33 (28.9)	3.71±1.14
I make my best effort, no matter what	1 (.9)	2 (1.8)	15 (13.2)	53 (46.5)	43 (37.7)	4.18±.79
I believe I can achieve my goals, even if there are obstacles	1 (.9)	6 (5.3)	21 (18.4)	36 (31.6)	50 (43.9)	4.12±.95
Even hopeless, I do not give up	3 (2.6)	2 (1.8)	16 (14.0)	47 (41.2)	46 (40.4)	4.15±.91



Items	Strongly Disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)	M± (SD)
In times of stress, I know where to find help	9 (7.9)	16 (14.0)	26 (22.8)	34 (29.8)	29 (25.4)	3.51±1.23
Under pressure, I stay focused and think clearly	3 (2.6)	45 (39.5)	9 (7.9)	36 (31.6)	21 (18.4)	3.24±1.22
I prefer to take the lead in problem solving	6 (5.3)	18 (15.8)	26 (22.8)	42 (36.8)	22 (19.3)	3.49±1.13
I am not easily discouraged by failure	8 (7.0)	15 (13.2)	19 (16.7)	48 (42.1)	24 (21.1)	3.57±1.16
Think that of yourself as a strong person when dealing with life challenges and difficulties	6 (5.3)	10 (8.8)	32 (28.8)	46 (40.4)	20 (17.5)	3.56±1.04
I make unpopular or difficult decisions	9 (7.9)	18 (15.8)	51 (44.7)	20 (17.5)	16 (14.0)	3.14±1.09
I am able to handle unpleasant or painful feelings like sadness, fear, and anger	37 (32.5)	18 (15.8)	13 (11.4)	30 (26.3)	16 (14.0)	2.74±1.49
I have to act on a hunch	5 (4.4)	23 (20.2)	21 (18.4)	49 (43.0)	16 (14.0)	3.42±1.09
I have a strong sense of purpose in life	2 (1.8)	5 (4.4)	17 (14.9)	58 (50.9)	32 (28.1)	3.99±.87
I feel like I am in control	6 (5.3)	9 (7.9)	21 (18.4)	46 (40.4)	32 (28.1)	3.78±1.10
I like challenges	8 (7.0)	10 (8.8)	12 (10.5)	54 (47.4)	30 (26.3)	3.77±1.14
I work to attain goals	3 (2.6)	1 (.9)	16 (14.0)	39 (34.2)	55 (48.2)	4.25±.92
I take pride in my achievements	1 (.9)	1 (.9)	4 (3.5)	28 (24.6)	80 (70.2)	4.62±.68
<b>Total Mean of Resilience Mean of Mean)</b>						<b>93.25±14.10</b> <b>3.73± 0.56</b>

Table 3 shows the distribution of resilience of secondary school students. According to the results, the total mean of resilience was 93.25 (SD=14.10) out of 5 point Likert Scale. The analysis revealed that 36% of the participants disagreed that

they were able to adapt when changes occurred. Above quarter of the participants ( 26.3%) agreed that they had one close and secure relationship. The majority of the participants (57.9%) strongly agreed that sometimes fate or God helps them. More than half of



the participants (53.5%) agreed that they could deal with whatever obstacles came their way. Nearly half of the participants (49.1%) acceded that past success gave them confidence. Half of the participants (50.9%) agreed that they tried to see the humorous side of things when they faced problems. Above one-third of the participants (36.8%) agreed that they having to cope with stress could make them stronger. The majority of the participants (46.5%) agreed that most things happened for a reason. Above one-third of the participants (35.1%) were agreed that they tend to bounce back after illness, injury or other hardships. Lower than half of the participants (46.5%) agreed that they made their best effort, no matter what. Below half of the participants (43.9%) strongly agreed that they believed they could achieve their goals even if there were obstacles. Less than half of them (41.2%) agreed that even hopeless, they did not give up.

The results revealed that above quarter of the participants (29.8%) agreed that in times of stress, they knew where to find help. Below one-third of the participants (31.6%) agreed that under pressure, they

stayed focused and thought clearly. Above one-third of the participants (36.8%) agreed that they prefer to take the lead in problem-solving. Lower than half of the participants (42.1%) agreed that they were not easily discouraged by failure. Below half of them (40.4%) agreed that they thought as a strong person when dealing with life challenges and difficulties. Less than half of the participants (44.7%) were neutral that they made an unpopular or difficult decision. Below one third of the participants (32.5%) strongly disagreed that they were able to handle unpleasant or painful feelings like sadness, fear, and anger. Less than half of the participants (43%) agreed that they had to act on a hunch. Half of the participants (50.9%) agreed that they had a strong sense of purpose in their life. Less than half of the participants (40.4%) agreed that they felt like they were in controlled. Nearly half of the participants (47.4%) agreed that they liked challenges. Below half of the participants (48.2%) strongly agreed that they worked to attain goals. The majority of the participants (70.2%) strongly agreed that they had taken pride in their achievements.

**Table 4: Relationship among Socio-demographic Characteristics, Academic Burnout, and Resilience of Secondary School Students (N=114)**

Variable	Categories	Academic Burnout			Resilience		
		M± (SD)	F/r/t	p	M± (SD)	F/r/t	p
Age			.071	.455		.019	.83
Gender	Male	36.66±11.04			92.45±13.83		
	Female	38.71±9.33	-.984	.222	93.66±14.31	-.435	.691
Place of Birth	Urban	27.28±9.51			93.32±14.36	.092	.896
	Rural	40.54±11.07			93.04±13.38		
Class	Nine	38.02±10.26			90.55±13.34		
	Ten	38.03±9.81	-.002	.700	94.83±14.39	1.607	.862
Educational Level of Parents			1.788	.154		2.304	.080
	Non schooling	41.17±5.04			79.67±20.32		
	Primary	40.55±11.86			92.30±15.58		
	SSC	35.91±8.69			95.11±12.40		
	HSC or Above	38.62±9.98			93.86±24.58		
Monthly Income	Family		.107	.255		.050	.600
Child-Mother Relationship			.335	.000		.180	.056
Child-Father Relationship			.242	.010		.161	.088
Teacher-Student Relationship			314	.001		.323	.001
Study pressure in the last two months			2.044	.112		2.97	.035
	Very little pressure	49.33±2.08			74.00±3.61		
	Little pressure	39.50±.71			79.50±7.78		
	Much pressure	36.26±10.27			92.86±15.15		





Variable	Categories	Academic Burnout			Resilience		
		M± (SD)	F/r/t	p	M± (SD)	F/r/t	p
Very much pressure		38.03±9.93			95.03±12.77		
Weekly exercise time			.945	.421		.608	.611
	One hour	38.54±10.39			93.11±14.75		
	Two hour	36.71±9.35			95.67±12.13		
	Three hour	40.83±6.27			87.83±9.93		
	Four hour	31.50±6.81			89.75±18.75		
Smoking			3.93	.023		2.284	.107
	Smoking	52.67±11.59			83.00±14.18		
	Quit smoking	32.67±5.51			80.00±16.82		
	Never smoke	37.77±9.71			93.91±13.88		
Overall satisfaction with study			.281	.002		.274	.003
Sleep quality in the past two months			2.082	.088		1.24	.299
	Very poor	44.56±7.45			88.56±12.074		
	Poor	39.72±7.86			90.04±12.99		
	Fair	38.13±10.46			96.67±12.83		
	Good	34.74±10.72			93.71±14.89		
	Very good	37.70±9.581			90.80±19.35		
<b>Academic Burnout</b>						<b>.641</b>	<b>.000</b>

Table 4 shows the relationship among socio-demographic characteristics with academic burnout and resilience among participants. The findings of the study showed that there was a statistically significant negative relationship between child-mother relationships and academic burnout ( $r=-.335$ ,  $p=.000$ ) which means lower the child-mother relationship and higher academic burnout. There was a significant negative correlation between the child-father relationships and academic burnout ( $r=-.242$ ,  $p=.010$ ). It means that lower child-father relationship and higher academic burnout. The present study found that there was a statistically significant negative relationship between teacher-student relationship and academic burnout ( $r=-.314$ ,  $p=.001$ ); conversely there was a significant positive relationship between teacher-student relationship and resilience ( $r=.323$ ,  $p=.001$ ). It also means that the lower the teacher-student relationship, the higher the academic burnout and the better their relationship higher the resilience.

The present study result revealed that there was a significant difference between study pressure in the last two months and resilience ( $F=2.971$ ,  $p=.035$ ) among participants which means the higher the study pressure higher the resilience. There was a significant positive relationship between smoking and academic burnout ( $F=3.925$ ,  $p=.023$ ) which means higher smoking the higher academic burnout. The results from correlation analyses showed that statistically significant negative correlation between overall satisfaction with study and academic burnout ( $r=-.281$ ,  $p=.002$ ) whereas positive correlation between

overall satisfaction with study and resilience ( $r=.274$ ,  $p=.003$ ). It means lower satisfaction with study higher the academic burnout and higher the resilience higher the satisfaction. The study result revealed that there was a statistically significant negative relationship between academic burnout and resilience ( $r=-.641$ ,  $p=.000$ ). It means higher resilience and lower academic burnout

## V. DISCUSSION

The findings of the present study showed that the participants' mean age was 15.62 years. Similar studies were found in the previous studies of other countries (Romano, Consiglio, Angelini, & Fiorilli, 2021; and Gabola, Meyla, Hascoet, Stasio, & Fiorilli, 2021). The possible reasons may be because of majority of the students of classes nine and ten were aged between 15 and 16 years. The result was dissimilar to the study in Iran conducted by Oyoo et al. (2020). In the present study, the majority of the participants were female. This finding was quite similar to a study conducted in Iran (Kamalpour, Forouzi & Tigary, 2017). This is because the majority of students in this setting were girls than boys. According to Bangladesh Bureau of Educational Information and Statistics (2022), In Bangladesh secondary education of classes nine and ten total students are 48,97,467 (private and public), most of them (26,09,192) are girls. The study finding was dissimilar to the previous study conducted in China (Liu et al., 2023). The present study found that the monthly family income mean was BDT 25162.28.



According to Trading Economics global macro model and analysts 'expectations in Bangladesh (2022) household family income per month was BDT 32,422 which reflects that the average monthly family income was higher than the present study. The findings of the present study majorities of the participants exercised for one hour per week which was congruent with a study conducted by Hwang & Kim (2022). The possible reasons might be the students do not have proper time management, due to their busy schedule from studies, extra classes, and homework etc. The result was incongruent with another study where the majority of the participants did not exercise regularly (Chen, Liu, Mou, Zhao, & Guo, 2022).

### Levels of Academic Burnout and Resilience

The findings of the current study showed a low level of academic burnout among secondary school students, which is similar to the findings of previous studies (Oyoo et al., 2018; Rahmatpour et al., 2019; Oyoo et al., 2020; Ghods, Ebadi, Nia, Allen, & Abadi, 2021; Ghimire et al., 2022; and Liu et al., 2023). Possible reasons may be because of positive child-parent and teacher-student relationship issues, parent education and study satisfaction issues. In contrast, in North Western Saudi Arabian's study by Alshammari et al. (2019) and an Iran study by Janatolmakan et al. (2021) found a moderate level of academic burnout. Another study in Turkey conducted by Dogan et al. (2023) found that high levels of academic burnout due to family problems, internet addiction, and low rates of concentration resulted in reduced school performance. The present study findings showed a moderate level of resilience among secondary school students which is consistent to the previous several studies (Oyoo et al., 2018; Necasova, 2021; Barrera, 2022; and Wang et al., 2022). Possible causes may be the students were able to adapt when changes occurred, cope with stress, and under pressure, they stayed focused and think clearly etc. In contrast, an Italian studies by Romano et al. (2021). Another study in China found that low level of resilience, which may be due to the influence of an increasingly fierce competitive environment (Gong, Li, Jiao, & Qu, 2021).

In compare with a study conducted by Serafica & Muria (2023) in Turkey, it showed that the students experienced moderate to moderately high levels of academic burnout and high to very high levels of resilience. This might be related to teachers or instructors, there are instructors who give consideration, but there are also those who do not that affect students. On the other hand, resilience fortifies an individual's ability to manage stress, be capable of working under pressure and overcome academic adversities.

### Relationship between Academic Burnout & Resilience

The current study revealed that there was a statistically significantly negative relationship between academic burnout and resilience among secondary school students which suggested that students with high resilience skills experienced low academic burnout. This finding was congruent with several studies of other countries (García-Izquierdo et al., 2015; Kamalpour et al., 2017; and Oyoo et al., 2018). This is because of the confidence and the composure they embrace to enable them to bounce back and achieve their educational goal. This finding is in line with previous studies in the Italian context, which showed that the students with higher academic resilience were able to counteract burnout better than their counterparts (Romano et al., 2021). Academic resilience is the capacity to overcome chronic and overwhelming school adversities and maladjustment, as school burnout is (Martin and Marsh, 2006). This finding is also in agreement with the study conducted by Fiorilli et al. (2020) which found that students who are higher on resilience are less likely to feel overwhelmed by school tasks, which in turn reduces school burnout risk.

In compare to study by Serafica et al. (2023) in Turkey found that there was no direct relationship between academic burnout and resilience, only instructor related burnout significantly correlated with resilience. This might be attributed to culture and perspectives of their educational system and the importance of constructive criticism in students and the learning processes.

### Relationship among Socio-demographic Characteristics, Academic Burnout and Resilience:

**Relationship between Socio-demographic Characteristics and Academic Burnout:** The present study revealed that there was a statistically significant relationship between socio-demographic characteristics including child-mother relationship, child-father relationship, teacher-student relationship, smoking, overall satisfaction with their studies and academic burnout. The findings of the present study showed that there was a statistically significantly negative relationship between child-parent relationship and academic burnout which indicated that as parents' relationship with participants was highly satisfied academic burnout was low. Numerous studies were almost similar and showed that the stage of adolescence, a strong positive child-parent relationship helps to reduce academic burnout such as academic stress, emotional exhaustion and lack of school interest (Aspay, 2017; Ziarriet al., 2017; He, Zhao, Wei & Huang, 2022; and Hwang et al., 2022). In contrast a study conducted in China found



positive correlation between child-parent relationship and academic burnout which indicated increased negative child-parent relationship academic burnout increased due to unfavourable family environments such as more conflicts and less intimacy (Luo, Zhang, & Chen, 2020).

The current study found that there was a statistically significant negative relationship between the teacher-student relationship and academic burnout which indicated that students who had a satisfied relationship with their teacher had low academic burnout. The result was similar to other studies by Gabola et al. (2021), who reported that satisfied teacher-student relationships play an essential role in experiencing positive emotions about academic work such as assignments, quizzes and tests and low burnout levels. Possible reasons might be the teacher with positive attitude and support towards their students school work and students always felt they were good students. A study conducted by Hwang et al. (2022) reported that while students had good satisfaction with their teacher they improved their academic performance and successful adaptation to school life. Another similar study in Sweden reported that satisfaction with teacher-student relationships was consistently related to academic burnout (Sedumedi & Mundalamo, 2014). In contrast with the study in the United States conducted found teacher-student relationship was high in satisfaction and academic burnout was also high due to teachers behaving positively with their students and students also exhibited active misbehaviors such as interfering with the work of others and failing to take responsibility for their actions (Croom & Moore, 2003).

In comparison, a United States study by Gann et al. (2020) found that there was a moderate positive correlation between teacher-student relationships and academic burnout. This is because students had a problem at home and most days students were absent from school.

The study revealed that students who never smoke had significantly lower academic burnout scores. This is consistent with the study conducted by Liu et al. (2023) found that students who never smoke experienced a greater reduction in personal accomplishment and had significantly lower emotional exhaustion and cynicism scores. Possible reasons may be because of students may choose to smoke when they encounter problems and difficulties in their studies and daily lives. However, when they prolonged smoke consumption causes psychological problems that can also enhance students' cynicism toward learning, and contribute to their increased levels of emotional exhaustion. Other studies have also confirmed this phenomenon (Cecil,

McHale, Hart, & Laidlaw, 2014; Kinnunen et al., 2016; and Li, Tan, Li & Wang, 2022).

The current study showed that there was a statistically significant negative relationship between overall satisfaction with study and academic burnout indicating that students who were satisfied with their studies had low academic burnout. Numerous studies were almost similar and showed that higher satisfaction levels with their studies were associated with higher reduced burnout scores and better sleep quality (Hwang et al., 2022; Rahamatpour et al., 2020; and Esteban et al., 2023). Tavakoli (2013) noted that having an interest in the study is an excellent motivation for students toward better study planning and it can enhance their performance in assignments.

In comparison with a study conducted in China by Liu et al. (2023) showed that there was no statistically significant relationship between satisfaction with the study and academic burnout. This might be because students were disappointed with their school and gradually shift their interests to other areas. Another study by Draghici et al. (2022) found no relationship between these variables in Italy.

#### **Relationship between Socio-demographic Characteristics and Resilience**

The present study revealed that there was a statistically significant relationship between socio-demographic characteristics including teacher-student relationship, study pressure in the last two months, overall satisfaction with the study and resilience. The current study found that there was a statistically significantly positive correlation between the teacher-student relationship and resilience which indicated that students who had a satisfied relationship with their teacher they experienced high resilience. The finding was similar to other studies of other countries (Martin et al., 2006; Morrison & Allen, 2007; and Furrer, Skinner, & Pitzer, 2014). Possible reasons may be the students tended to be more engaged in the school context such as assignments or homework and performed better academic outcomes. Another study in Spain where found that good relationships developed between teachers and students have been found to substantially contribute to children's well-being which is particularly valuable in relation to fostering students' resilience (Mateos, Zabala, Palacios, & Diaz-de-cerio, 2020). In contrast in a longitudinal study conducted in Australia found that when teachers focused on the positive attitudes with their students they were justifiably criticised by their students and they failed to promote students' resilience (Johnson, 2008).

The present study revealed that there was a statistically significant difference between study



pressure in the last two months and resilience which indicated that students who had a high level of resilience coped with very much pressure in their study. The result was consistent with another study which found that students' individuals who had a high level of resilience had good coping strategies and the ability to adapt well to their school environment (Mulati & Purwandari, 2022). Possible reasons might be the students to create a good school climate. On the other hand, resilient students can reduce and protect themselves against stress and depression caused by a difficult environment and a lot of study pressure (Shatte, Perlman, Smith, & Lynch, 2017). In the world of education, students who have a high level of resilience, are mentally healthier, optimistic, dynamic, always enthusiastic about various things in life, and are more resistant to various things including stress conditions (Tugade & Fredrickson, 2004). In contrast, Aza, Atmoko, & Hitipeuw (2019), reported that students with higher levels of resilience, the lower levels of academic stress because resilience is actually able to improve the ability of students to deal with stress, especially academic stress. In compare with an Indian study conducted by Sing, Lucknow, Sharma, & Siddiqui (2022) found no significant relationship between study pressure and resilience because of their emotional and sensitive attitude toward their school environment.

The current study found that there was a statistically positively correlation between overall satisfaction with the study and resilience that indicated as the level of resilience of the participants increased, the satisfaction with the study also increased. The finding was relatively similar to other studies which implied that the student's satisfaction with their study increases leading to possible quality of learning outcomes (Hsu & Chi, 2021; and Elom, Okolie, Abonyi, Ekeh, & Umoke, 2023). In contrast, a study conducted in Singapore found that the more students who were satisfied with their studies, the higher they were likely to increase the level of each of these academic achievements (King & Caleon, 2020). Other studies from other countries also found that students who are satisfied with their studies may increase the level of their self-efficacy, be optimistic about positive outcomes from their subject, and have higher resilience in adapting to their learning environment (Martin et al., 2008; and Alford & White, 2015).

In comparison to a study conducted by Meneghe, Martínez, Salanova, & Witte (2019) in Spain, no direct relationship between resilience and academic satisfaction was found. Another study in the Philippines conducted by Buslig (2019), found no relationship between these variables because students

couldn't study well due to their unfavoural classroom environment and they were not satisfied with the new policies, rules and regulations in the school.

The present study showed that there was no significant relationship between age, gender, place of birth, class, the educational level of parents, monthly family income (BDT), weekly exercise time, drinking and sleep quality in the last two months with academic burnout and resilience. In contrast, these results were similar to the studies where there was no significant relationship found between age, gender, place of birth, weekly exercise time, drinking, and sleep quality in the last two months with academic burnout and resilience (Oyoo et al., 2018; Liu et al., 2023; Janatolmakan et al., 2021; and Hwang et al., 2022).

In comparison, a study in China reported by Liu et al. (2023) found a significant relationship between gender, educational level of parents, monthly living expenses and academic burnout. Another study conducted by Romano et al. (2021) in Italy where found significant relationship between age and academic burnout. A study in Saudi Arabia was conducted by Alshammari et al. (2019) and found a significant relationship between gender and academic burnout. A study in Iran where found that sleep quality was positively related to academic burnout of the participants (Naderi, Dehghan, Dehrouyeh, & Tajik, 2021).

## VI. CONCLUSION

The study revealed that students experience a low level of academic burnout and a moderate level of resilience. There was a statistically significant negative correlation between academic burnout and resilience. The study showed a statistically significant negative relationship between the child-mother relationship, child-father relationship, teacher-student relationship, overall satisfaction with the study and academic burnout. There was a statistically positive relationship found between teacher-student relationship, study pressure in the last two months, overall satisfaction with the study and resilience. Furthermore, there was a significant difference found between smoking and academic burnout. At the same time, other characteristics didn't show any significant results. The study findings will provide baseline information to the policymakers and school teachers that may develop certain programs to increase students in resilience skills by developing social competence, problem solving capacity and confidence. It will help pediatric nurses to plan, develop and implement effective health education programs that are suitable and appropriate for students to reduce the negative effects of academic burnout.



## VII. RECOMMENDATIONS

Based on the findings, there are some recommendations following: Further study should be conducted by expanding the sample coverage to enhance the generalizability of the study results in diverse settings and populations. To develop learning skills there is a need to add resilience skill building into the subjects. To increase self-control capacities through counseling about the negative effects of school burnout as well as to arrange programs that may train students in resilience skills. Further study will be suggested to investigate the impacts of such programs on resilience and burnout among secondary school students in Bangladesh.

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