

Exploring the Root Causes of Burnout Syndrome among College Students: A Systematic Literature Review of Contributing Factors

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ABSTRACT

Background: Students are often faced with various pressures and challenges during their college studies. Academic pressure, heavy workloads, and demands to excel can be significant sources of stress. If not managed properly, these conditions can lead to burnout, a state of chronic physical, mental, and emotional exhaustion that results in decreased motivation and performance. **Objectives:** This article aims to explain the various factors that cause college students to burnout and its impact on health and academic performance. In addition, multiple strategies to overcome and prevent burnout among college students will also be discussed to improve their well-being during higher education. **Methods:** This study uses a narrative review method. Pubmed, Elsevier, and Google Scholar are used as databases to obtain appropriate articles. The keywords used in this study are "burnout" and "students", "college student" or "academic". Literature search is limited from 2014 - 2024. **Results:** Fifteen articles are relevant and related to this study. Factors that cause burnout in students include cumulative ecological risk, neuroticism, personal aspects, academic factors, cynicism, professional efficacy, motivation, social relationships, financial and family problems, stress, depression, anxiety, practical experience, lack of stress management, sleep quality, and physical exercise. **Conclusions:** Many factors cause burnout in students, and several efforts need to be made to reduce the risk of burnout, including increasing resilience and emotional support. Relevant authorities need to create effective strategies for college students' mental well-being, such as psychological help centers, mental health support groups, and amendments to the academic curriculum.

Keywords: Academic, Burnout, College Student, Mental Health, Stress

INTRODUCTION

Mental health is one of the main factors affecting quality of life and life satisfaction. Poor mental health is a complex psychological problem and is often found among undergraduate students, both in developed and developing countries (Mofatteh 2021). Students must meet the high standards required to succeed their college life. To do this, they must be able to work and function under pressure. Common stress causes include academic load, classroom climate, instructor interactions, health issues, and emotional concerns outside the classroom (Graves et al. 2021). Mental health issues are increasingly common among college students. Related studies show that around 50% of college students

experience moderate stress-related mental health issues, such as anxiety and depression (Gao, Ping, and Liu 2020).

Psychological distress often occurs together with fatigue or burnout, as well as cognitive and behavioral problems (J.-M. March-Amengual et al. 2022). Burnout syndrome is considered a health problem because it affects the mental, social, and physical aspects of individuals and has a significant impact on their living conditions and performance. Burnout was introduced in the 1970s as a prolonged response to persistent emotional and interpersonal stress in the work environment. Burnout is a multidimensional syndrome that includes three main aspects: 1) emotional exhaustion, 2) depersonalization, and 3) decreased sense of personal

accomplishment. Unlike stress, which can occur in various aspects of life, burnout is a specific work-related problem. (Shadid, Shadid, Shadid, Almutairi, Almotairi, Aldarwish, Alzamil, Alkholaiwi, and others 2020). Some behavioral disorder that occurs when students lose interest in learning or lack motivation to learn. This can be seen as emotional exhaustion, withdrawal from learning activities, and low personal accomplishment. As a result, academic burnout syndrome can have a significant impact on academic performance, physical health, and mental health and can serve as a trigger for depression. (Chen *et al.* 2022). A study conducted in China found that the prevalence of students experiencing burnout syndrome was 59.9% (13,753/22,983). This study also found that male students showed higher levels of burnout than female students, students from upper classes had higher burnout scores than students from lower classes, and students who smoked had higher burnout scores than non-smokers on school days (Z. Liu *et al.* 2023).

Meanwhile, the research results in low to middle income countries found that 8,966 participants experienced burnout syndrome. The highest prevalence of burnout syndrome occurred in the African region, which was 35.4%, this figure was followed by the Asian region with a prevalence of burnout syndrome of 30.2% (Kaggwa *et al.* 2021b). Researchers conducted a literature review on the factors underlying the incidence of burnout in students, this was done to overcome the high incidence of burnout in students.

METHODS

The method used in this study is a systematic literature review. Systematic

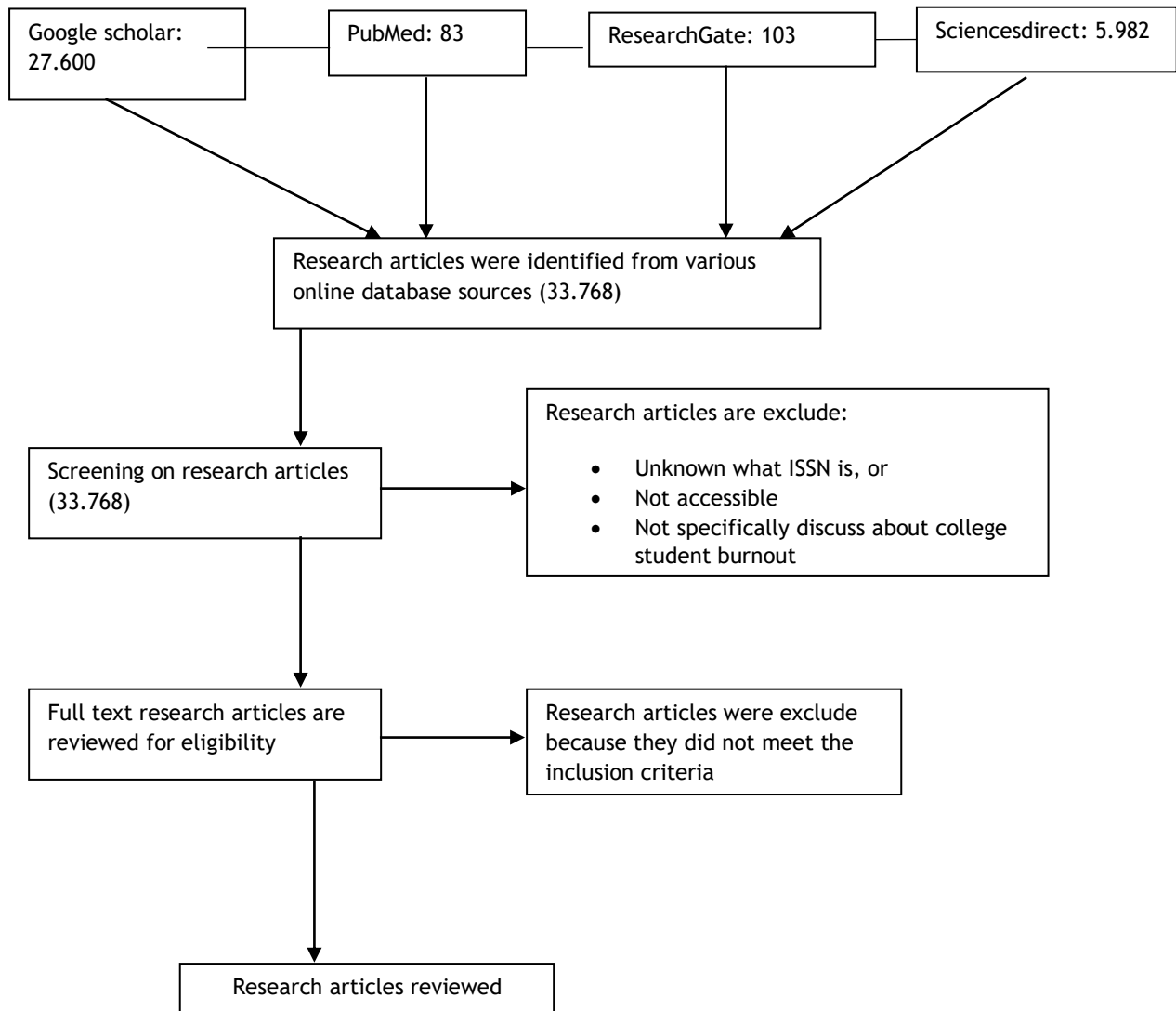
reviews take a more rigorous approach to "reviewing" the literature in a well-defined manner. Because systematic reviews are more likely to consider bias in a methodical manner, they are generally considered to represent a better source of evidence-based information than narrative reviews. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement has provided recognized and standardized guidelines for authors in writing systematic reviews (Gregory and Dennis 2018). The study was conducted systematically by following the rules of the literature review flow to avoid subjective misunderstandings from researchers. The data used in the study came from various national and international scientific publication databases. Pubmed, Elsevier and Google Scholar were used as databases to obtain appropriate articles. The keywords used in this study, specifically chosen for their relevance, were "burnout" and "students," "college student," or "academic."

The literature search was limited to the inclusion criteria:

1. The research results specifically discuss burnout in students.
2. Availability of open access
3. The research was conducted from 2014 to 2024.
4. The research results were published in ISSN Journals,

The literature was then obtained, and a meticulous selection and analysis process was performed, guided by the inclusion and exclusion criteria that had been previously determined. A total of nine papers were evaluated in this study.

The journal article search scheme is as follows:



RESULTS AND DISCUSSION

The search results through online databases found 27,600 articles in Google Scholar, 83 articles in PubMed, 103 articles in ResearchGate, and 5,982 articles in ScienceDirect. After that, the articles were selected based on the title, year of publication, and full text, researcher found 15 articles that met the inclusion and exclusion criteria were selected. Figure 1 shows the results of journal identification using the systematic review method. Several articles were excluded because they did not meet the requirements for review, such as:

- The journal did not have an ISSN.
- The article was inaccessible.
- The article did not specifically discuss the factors causing burnout in students.

In addition, ten articles were selected for further discussion because they had full text, were relevant, and were by this study. Table 1 shows the literature review results and the characteristics of articles eligible for systematic review.

Table 1. Content of the article.

No	Title	Researcher and Year of Publication	Source	Study Design	Results
1	Psychological Distress, Burnout, and Academic Performance in First Year College Students	International Journal of <i>Environmental Research and Public Health</i> (2022)	Pubmed	An observational study with a cross-sectional design	There were no significant differences between psychological symptoms and gender with the incidence of burnout in university students. When comparing health science students with non-health science students, A notable difference was identified in the prevalence of psychological symptoms, consistent with past studies. Evidence indicates that these symptoms are more common in health science fields. However, no significant relationship was found between psychological distress and sociodemographic factors.
2	Cumulative Ecological Risk and Academic Burnout in Chinese College Students: A Moderated Mediation Model	International Journal of <i>Environmental Research and Public Health</i> (2023)	Pubmed	580 college students were selected as participants. They completed a battery of questionnaires that measured cumulative ecological risk, neuroticism, and academic burnout.	Neuroticism is positively linked to academic burnout, and cumulative ecological risk is also a positive predictor of burnout. Additionally, neuroticism partially mediates the relationship between cumulative ecological risk and academic burnout, while gender moderates this relationship. High cumulative ecological risk has a more pronounced effect on neuroticism in women compared to men. Neuroticism serves as a strong indicator of academic burnout, as its tendency to interpret experiences negatively can gradually heighten burnout levels over time.
3	Burnout syndrome and resilience in medical students from a Brazilian public	Trends in Psychiatry and Psychoterapy (2022)	Pubmed	desain penelitian potong lintang (cross-sectional).	This study shows that burnout in medical students is influenced by various factors including personal

	college in Salvador, Brazil				aspects such as gender, marital status, income, age as well as academic, and social factors. Efforts to increase resilience and emotional support can play an important role in reducing the risk of burnout.
4	Burnout and depression in college students	Psychiatry Research (2024)	Elsevier	This study used a comprehensive and network-based method to explore the relationship between burnout and depression among college students, focusing on the identification of central symptoms and multidimensional analysis of burnout.	Factors influencing burnout, include occupational stressors from prolonged academic pressures and structured activities, personality traits such as high neuroticism leading to poor coping strategies, and a lack of interest and motivation characterized by cynicism and reduced enthusiasm for studies.
5	Burnout among medical students of a medical college in Kathmandu; A cross-sectional study	Plos One (2021)	Pubmed	A cross-sectional study	factors influencing burnout among medical students include high job demands from rigorous coursework, limited time and resources, personal and institutional challenges such as stress, competitiveness, heavy workloads, sleep deprivation, and peer pressure. Additionally, the COVID-19 pandemic has further impacted students' mental health, exacerbating burnout.
6.	Assessment of burnout in medical students using the Maslach Burnout Inventory Student Survey: a cross-sectional data analysis	BMC (2020)	Pubmed	A cross-sectional study	Factors that predict burnout in medical students - Leaving the curriculum phase: Students who take time off during medical education are more likely to experience burnout. - Gender: Female students are more likely to experience emotional exhaustion. - Motivation for medical school: Students with higher motivation to pursue

					medical education reported lower levels of burnout.
7	Wellbeing, burnout and substance use amongst medical students: A summary of results from nine countries	International Journal of Social Psychiatry 2022	Pubmed	A large sample of medical students from nine countries was studied simultaneously, using identical methods to enable direct comparison of demographics, burnout levels, and mental well-being through validated tools. Linear regression models with interaction terms were applied.	About 68% of medical students showed symptoms of mild psychiatric illness, and 81% experienced disengagement and 78% burnout. Medical students identified their academic workload as the primary source of stress, with additional stressors including relationships, financial challenges, and housing concerns.
8	Stress and burnout among graduate students: Moderation by sleep duration and quality	HHS Public Acces	BMC	Linear regression models with interaction terms	The factors causing burnout identified in this study are: 1. High stress levels 2. Poor sleep quality 3. Short sleep duration
9	Stress, Burnout, and Associated Risk Factors in Medical Students	Cureus (2020)	Pubmed	A cross-sectional	Burnout was higher in students with low GPA and who were not involved in extracurricular activities. some factors that influence burnout in college students: - Academic Overload: High course demands and busy class schedules can lead to stress and burnout. - Lack of Social Support: Students who do not have adequate social support are more prone to burnout. - Lack of Stress Management Skills: Students who lack the skills to manage stress are more prone to burnout.
10	Prevalence of burnout among university students in low- and middle-income countries: A systematic review and meta-analysis	Plosone (2021)	Google Scholar	Meta-analysis of Observational Studies in Epidemiology (MOOSE) guidelines	- The results revealed low levels of burnout (12.0%), emotional exhaustion (27.8%), cynicism (32.6%), and reduced professional efficacy (29.9%). These rates are lower than those found among students in high-

					<p>income countries, as well as among medical professionals (26.8%-43.5%) and emergency workers (55.6%-77.9%) experiencing general fatigue and 31.8%-46.0% emotional exhaustion.</p> <ul style="list-style-type: none"> - Suggest a noticeable publication bias, which might explain the low burnout levels reported in this region, given the limited number of studies on burnout in this area. - Most data come from middle-income countries (MICs) like Brazil and China, where there is awareness of burnout's impact. - The disparity in burnout knowledge could stem from the high cost of study tools used for fatigue screening, which restricts their use in low-income countries (LICs).
11	Prevalence of medical students' burnout and its associated demographics and lifestyle factors in Hong Kong	Plosone (2020)	Google Scholar	A cross-sectional	<p>Factors influencing the occurrence of burnout include poor sleep quality, which is strongly associated with higher burnout levels, and low physical exercise, which is also linked to increased burnout. Frequent alcohol consumption contributes to burnout, albeit less significantly. Additionally, students residing in hospital dormitories are more prone to burnout compared to those living at home.</p>
12	Prevalence and Correlates of Burnout among Undergraduate Medical Students - A Cross-sectional Survey	Indian Journal of Psychological Medicine (2020)	Google Scholar	A cross-sectional	<p>Burnout was prevalent in 48.5% of medical students at the universities surveyed, with moderate, high, and severe burnout rates at 44.8%, 3.2%,</p>

					and 0.5%, respectively. Female students showed a stronger link with perceived stress and burnout. Engaging in self-chosen treatments along with sustaining hobbies and personal interests was associated with a reduced risk of burnout.
13	Academic burnout among medical students: respective importance of risk and protective factors	Public Health (2021)	Elsevier	A cross-sectional	Emotional exhaustion and cynicism shifted notably throughout medical education, with female students being more susceptible to emotional exhaustion than male students. The study identified key factors influencing academic burnout: (1) perceived stress is a significant risk factor; (2) cognitive empathy has a complex impact, with its domains exerting opposing effects; and (3) perceived social support serves as a protective factor against burnout.
14	Factors affecting academic burnout of nursing students according to clinical practice experience	BMC Medical Education (2022)	Google Scholar	A cross-sectional	Factors affecting academic burnout in nursing students, as highlighted in the journal, include stress, anxiety and depression, major satisfaction, and satisfaction with professors. High levels of stress are strongly associated with academic burnout. Similarly, anxiety and depression significantly contribute to burnout, especially among students lacking clinical practice experience. On the other hand, satisfaction with their nursing major can help reduce burnout, particularly in students with clinical practice experience. Additionally, positive relationships with professors play a

					crucial role in lowering academic burnout.
15	Learning Burnout: Evaluating the Role of Social Support in Medical Students	Frontiers in Psychology (2021)	Google Scholar	A cross-sectional	<p>Burnout is common among medical students in higher education.</p> <p>Factors Influencing Burnout</p> <ul style="list-style-type: none"> - Grade Level: Senior students experience higher levels of burnout due to work and internship pressures. - Family Income: Students from low-income families face greater economic pressures, leading to higher levels of burnout. - Social Support: Lower levels of social support, specifically subjective support and utilization of support, are associated with higher levels of burnout.

From 15 articles presented in Table 1. Factors that influence burnout in students can be divided into two types: internal and external factors. Internal factors include individual circumstances or personalities, behavior, neuroticism, socio-demographics, gender, age, physical and mental health conditions. External factors include academic context, curriculum, social environment, competitive academic environment, clinical practice experience, cynicism, depersonalization, education level, workload, peers, finance, department, and lecturers.

Based on 15 articles that have been reviewed, the factors that can influence the occurrence of burnout in students can be divided into two types: internal and external factors. Internal factors are factors from within the individual that can influence the occurrence of burnout in students. This includes emotional expression, as students with difficulty expressing their emotions tend to be more susceptible to burnout. Based on the first article, this happens because emotions held back or not properly channeled can increase stress. Students who do not have

strong and effective coping strategies in dealing with stress also tend to be more susceptible to burnout. In addition, it was found that some students experience psychological distress, which can contribute to the occurrence of burnout (J. M. March-Amengual et al. 2022). Demanding academic environments, such as high workloads and pressure to perform, can increase the risk of burnout. For example, high academic demands on medical students can cause significant stress. Students who experience emotional exhaustion and feel unable to give their best, both physically and psychologically, are more susceptible to burnout. The educational system can also influence the incidence of burnout in students (J. M. March-Amengual et al. 2022).

The second article states that male students showed higher levels of burnout than female students, students from upper classes had higher burnout scores than students from lower classes, and students who smoked had higher burnout scores than non-smokers on school days. Neurotic personality was found to mediate the relationship between

Cumulative Ecological Risk (CER) and academic burnout. Individuals with high neuroticism tend to experience burnout more easily because they focus more on the negative aspects of stressors and deplete their emotional resources more quickly, which ultimately leads to burnout. In addition, gender also moderates the impact of CER on neuroticism. This study found that women are more prone to neuroticism in response to CER than men, which can then increase their risk of experiencing academic burnout. In addition to internal factors, external factors can also cause burnout. These factors include Cumulative Ecological Risk (CER), which refers to exposure to various environmental risk factors accumulated from multiple social contexts such as family, school, peers, and community. CER was found to be positively associated with academic burnout. This means that the higher the exposure to these various risk factors, the greater the likelihood of students experiencing academic burnout (Z. Liu *et al.* 2023).

The third article is to evaluate if there is an association between burnout syndrome and resilience in medical students, assessing covariates such as depressive symptoms, suicidal ideation, and religiosity. The result shows that depressive symptoms have a positive relationship with burnout. This means that students who show depressive symptoms are more susceptible to burnout. Students who show low levels of resilience are also more susceptible to burnout. Resilience here refers to an individual's ability to cope with academic and professional stress and pressure. Burnout is more common in students in the clinical cycle (semesters 5-8) compared to students in the basic cycle (semesters 1-4) or internship (semesters 9-12). Students in the clinical cycle is medical students who are in the clinical cycle or clinical stage, which is the phase of medical education that usually includes direct practice in hospitals or other health facilities. Students at this stage, who are generally in semesters 5 to 8 This suggests that higher academic pressure and clinical demands in these cycles are the main causes of burnout (Dias *et al.* 2022).

The fourth article is about burnout and depression in college students. Based on the article it is stated that Physical

and mental Fatigue is a major contributing factor to burnout. Students who are consistently tired may begin to experience chronic Fatigue, which worsens burnout. Students who experience a loss of self-efficacy, such as a lack of accomplishment or an inability to meet their academic standards, may lose self-efficacy, an important component of burnout. other than that, Certain personality traits, particularly neuroticism, may increase the risk of burnout. Students with high levels of neuroticism may use maladaptive coping strategies, which exacerbate the effects of negative academic events. Neuroticism is a personality trait characterized by a tendency to experience stress, and respond poorly to stressors (Wang *et al.* 2024).

The fifth article stated that Some medical students in Kathmandu Nepal also experience burnout. Based on the results of the study, medical students who often experience sleep deprivation because they have to study and prepare for exams. Medical students navigate a highly stressful environment characterized by intense academic demands. Many assignments, exams, and educational preparation must be completed in a limited time. Competition with fellow students is also a factor that contributes to burnout. The prevalence of burnout among medical students was very high, and no association was found between burnout and age, gender, or year of study. Therefore, effective strategies for the mental well-being of future doctors need to be made by relevant authorities such as psychological help centers, mental health support groups, and amendments in academic curricula (Shrestha *et al.* 2021).

Women are more prone to burnout than men. This is because women experience more stress and negative events in their lives. Discomfort with medical career choices can increase the risk of burnout, and forced career choices without interest can worsen the situation (Vidhukumar and Hamza 2020). Women were found to be more susceptible to burnout, especially in the aspect of emotional exhaustion. Due to exam preparation, second—and third-year students (M2 and M3) are more susceptible to burnout than students in other years. Students have the initiative

to overcome burnout incidents; this initiative occurs from their self-awareness; the services that are most in demand by students are Health services and meditation, such as therapy. The campus also supports this student initiative, because the campus provides anonymous Health services (Obregon et al. 2020).

Some students reported academic studies as a major source of stress. The medical curriculum, filled with rigorous exams and assessments, is a heavy burden for students. The main sources of stress for medical students include academic studies, followed by relationships, financial difficulties and accommodation. Cultural, religious and socio-economic factors in each country are important and understanding these factors is essential in developing successful local, regional and national initiatives. Medical schools, policymakers, and individuals face significant challenges. Medical students need to be equipped with the skills to maintain their mental health and well-being. Medical schools, on the other hand, must provide services that are stigma-free, accessible, and readily available. These services must be adequately funded, with policymakers responsible for their sustainability. Furthermore, the over-focus on individual responsibility needs to shift towards a more systemic and preventive approach (Kadhun et al. 2022).

Poor sleep quality increases the risk of burnout, especially regarding burnout. The study found that students with good sleep quality tended to have lower fatigue levels than those with poor sleep quality. In addition, Sleep duration of less than seven hours per night worsened the relationship between stress and fatigue (Allen et al. 2021). There is a significant positive relationship between burnout and low GPA, especially among students who have failed courses and show higher levels of burnout. Student involvement in extracurricular activities also affects the incidence of burnout. Students not involved in extracurricular activities show higher stress levels and burnout. Conversely, participation in sports, research, and volunteer activities can reduce the risk of burnout Shadid, Shadid, Shadid, Almutairi, Almotairi, Aldarwish, Alzamil, Alkholaiwi, and Khan 2020).

According to Kaggwa et al (2021) individual factors that can influence the occurrence of burnout in students are sociodemographic variables such as age, gender, and socioeconomic status. Academic workload, time pressure, emotional demands, and part-time work may influence burnout among university students in low- and middle-income countries. In addition, improving sleep quality, increasing physical activity, reducing alcohol use, reducing the use of drugs without a doctor's prescription, and participating in health programs provided by the university can also be done to prevent burnout.(Kaggwa et al., 2021). Poor sleep quality was found to significantly correlate with burnout. About 25% of medical students in Hong Kong experience burnout, with different lifestyle patterns compared to students in other countries, especially in Europe. This study showed that fatigue has a significant relationship with sleep quality and physical activity. The Pittsburgh Sleep Quality Index (PSQI) measures sleep quality, and the results showed that 31.5% of respondents had poor sleep quality. The use of drugs to improve sleep quality and concentration was also found to correlate with burnout (Lee et al. 2020).

Women are more prone to burnout than men. This is because women experience more stress and negative events in their lives. Discomfort with medical career choices can increase the risk of burnout, and forced career choices without interest can worsen the situation. Curriculum and learning environment factors can contribute to burnout. Rigorous grading systems, lack of support from lecturers, and perceptions of unfair treatment can increase the risk of burnout. Female medical students tend to experience more stress when interacting with patients and performing autopsies than their male counterparts. Therefore, interventions specifically designed for women are needed to prevent and address burnout among them (Vidhukumar and Hamza 2020).

Burnout usually occurs when students cannot cope effectively with stress from these various sources. Students who have mental health problems, such as anxiety or depression, are more susceptible to burnout. Mental health problems can worsen the perception of stress and reduce the

ability to cope. Physical exhaustion, lack of sleep, and poor diet can also worsen burnout. Poor physical health can affect a student's stamina and energy, impacting academic performance and stress levels. High academic stress, such as pressure to achieve good grades, excessive workload, and high expectations from oneself and the environment, are major factors that contribute to burnout in students. In addition, students who feel they lack social support from family, friends, or lecturers tend to be more susceptible to burnout. Good social support can act as a counterbalance to academic pressure and help students cope with stress. A highly competitive academic environment, where students feel they must constantly compete with their peers, can also increase the risk of burnout. The pressure to always be the best can cause ongoing stress (Kilic *et al.* 2021).

Stress has a strong positive correlation with academic burnout. Students who experience high levels of stress are more susceptible to academic burnout. For students with clinical practice experience, stress is a significant factor in triggering academic burnout. There are some internal factors that influence academic burnout in some nursing students in South Korea include depression. Depression was found to have a positive relationship with academic burnout. Students who experience symptoms of depression tend to experience higher levels of burnout. In addition, anxiety is another factor that influences academic burnout. Students who feel high anxiety tend to experience emotional exhaustion and apathy towards their studies. In students without clinical practice experience, anxiety is one of the significant factors influencing academic burnout (Hwang and Kim 2022). Anxiety is the main factor causing academic burnout for students who do not have clinical practice experience, while in students with clinical practice experience, its influence is lower than stress. Academic stress positively correlates with academic burnout. This stress can arise due to heavy workload, pressure to achieve high academic performance, and rigid curriculum demands. In students with clinical practice experience, stress and satisfaction with the major explain 33% of academic burnout. In addition, satisfaction with the major has a

significant effect on academic burnout. Students who are satisfied with their major tend to have lower levels of burnout, especially students with clinical practice experience. In addition, students with low-grade point averages (GPA) tend to have higher levels of burnout (Hwang and Kim 2022).

Burnout problems also occur in medical students in China; several internal factors were found to cause burnout, namely education level; students who are in higher education years have a greater risk of burnout, especially due to academic pressure and concerns about careers or internships after graduation. In addition, students from low-income families are more susceptible to burnout. Economic pressure can worsen academic stress and increase the likelihood of burnout. Students who feel less support from family or friends tend to experience higher burnout. Subjective support (feeling appreciated and supported) and utilization of support (how students seek and utilize support) are very important to prevent burnout (Zhang *et al.* 2021).

Strategies for dealing with burnout in college students involve increasing resilience, developing coping mechanisms, and dealing with academic and personal challenges. Emotional support through stable relationships, whether with family, friends, or partners, is important in reducing the risk of burnout. Students who have good relationships tend to be better able to cope with academic pressure. In addition, resilience training, which focuses on the ability to adapt to negative situations, is effective in reducing burnout levels. Excessive academic demands that leave students no time to relax or care for themselves can increase the risk of burnout. Therefore, interventions that promote time management and self-care routines are highly recommended. In addition, psychological support through counseling services is also important, as found in the journal, which states that almost half of medical students seek psychological help. Easy access to mental health services can help students manage stress more effectively (Alan Roger Dias *et al.*, 2022).

Strategies to overcome burnout in college students involve several approaches. First, effective time management is essential; students must

organize their schedules well and prioritize important tasks to reduce excessive stress. In addition, taking time for yourself by doing enjoyable activities such as hobbies, light exercise, or meditation can help relieve stress and avoid burnout. Social support also plays an important role, where students are advised to seek support from friends, family, or coworkers to avoid feeling isolated. Education about mental health is also important to help students recognize the symptoms and causes of burnout so that they can detect early signs of burnout. Finally, setting realistic expectations, both from themselves and others, also helps prevent burnout. Students should be aware of their limitations and not be afraid to say "no" when necessary to maintain a balance (Shrestha et al., 2021).

Students have the initiative to overcome burnout incidents; this initiative occurs from their self-awareness; the services that are most in demand by students are Health services and meditation, such as therapy. The campus also supports this student initiative, because the campus provides anonymous Health services (Obregon et al., 2020a).

Other student strategies for dealing with burnout involve various activities that can help reduce stress and burnout levels. Research conducted in Saudi Arabia showed that students involved in extracurricular activities such as organizing activities, medical volunteering, research, and physical exercise had better abilities in dealing with burnout. The results showed that students who were not involved in extracurricular activities were more likely to experience burnout than those who were involved in these activities. In addition, students also used stress-coping strategies such as physical exercise, playing video games, and participating in student activity clubs. Extracurricular activities and stress-coping strategies can help reduce stress and burnout levels and improve mental and physical health. Therefore, students should continue to seek and use effective strategies to deal with stress and burnout in a stressful academic environment (Shadid et al., 2020). In addition, improving sleep quality, increasing physical activity, reducing alcohol use, reducing the use of

drugs without a doctor's prescription, and participating in health programs provided by the university can also be done to prevent burnout (Kaggwa et al., 2021).

Student resilience can be enhanced through emotional support from family and friends and training to adapt to academic and personal stress. Maintaining a balance between academic responsibilities and self-care is also important, including easy access to counseling and mental health services. Effective time management and realistic expectations help students organize their schedules, prioritize more important tasks, and balance academic and personal lives. Remembering to have time for yourself and seek social support is also encouraged.

Strategies for dealing with burnout in college students. First, it is important to reduce stress and increase social support, as victims of bullying often experience depression and anxiety, which can worsen burnout. Research shows that support from peers and family can help students cope with negative feelings and improve their mental well-being. In addition, developing social and emotional skills is also key, with programs that focus on improving these skills helping students feel more connected and empowered. Furthermore, interventions aimed at reducing substance use, such as e-cigarettes and alcohol, are also important, as research shows that students who experience bullying tend to use these substances as a form of self-medication. Implementing these strategies is hoped to help students better manage stress and prevent burnout, which often occurs in demanding academic environments (Obregon et al., 2020b)(Hansen et al., 2021)(Hwang & Kim, 2022).

CONCLUSION

Burnout in college students is a condition of chronic physical, mental, and emotional exhaustion, often caused by severe academic pressure, lack of stress management, and inadequate social support. Factors that cause burnout in college students are divided into two categories: internal and external factors. Internal factors include neuroticism, depressive symptoms, lack of resilience, and poor sleep quality. At the same time,

external factors include academic load, high curriculum demands, competition between students, and inadequate social support. Some important strategies to overcome and prevent burnout include increasing resilience, good time management, coping training to deal with stress, and adequate emotional support from family and friends. Psychological support through counseling services on campus is also important, as is participation in extracurricular and physical activities to help students balance academic tasks and mental health.

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