A Study to Assess Academic Burnout and Self-Concept Among Adolescents in Selected Urban Community, Bhilai, (C.G.)

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Abstract: *Background:* Burnout is a negative physical, mental, and emotional state that arises in response to stress. While it's traditionally associated with working professionals, it can impact anyone who participates in specific kinds of activities. *Objectives:* 1. To assess the level of academic burnout among adolescents in selected community at Bhilai (C.G). 2. To assess the level of academic self-concept among adolescents in selected community at Bhilai (C.G). 3. To find out the correlation between academic burnout and self-concept among adolescents in selected community at Bhilai (C.G). 4. To find association between academic burnout and the selected socio-demographic variables. 5. To find association between academic self-concept and the selected socio-demographic variables. *Setting and Design:* A quantitative research approach with non-experimental research design was adopted for the study. The study focused on adolescent from selected urban community Bhilai (C.G.) *Material and Methods:* Totally 60 adolescents between age 17-19 were enumerated from the selected urban community Bhilai (C.G.) after obtaining informed consent. Data was collected by tool using modified Maslach burnout scale (3-point rating scale) to assess academic burnout and modified academic self-concept scale to assess the academic self-concept among adolescents (3-point rating scale). *Results:* Score analysis indicates that among three areas under study in academic burnout, maximum score was in emotional exhaustion (49.69% with the mean of 7.95 and SD of 3.35) and the overall analysis of academic burnout among adolescents indicates that among three criteria under study, maximum score was in moderate burnout 33(55%), 16(26,67%) severe burnout and 11(18.33%) mild burnouts. Score analysis indicates that among three areas under study in academic self-concept, maximum score was in teacher-student relationship 152.8% (with the mean of 15.28 and SD of 3.52) and the overall analysis of academic self-concept among adolescents indicates that among four criteria under study, maximum score was in average academic self-concept 48(80%) and 12(20%) poor academic self-concept. Karl Pearson coefficient of correlation was calculated to find out the correlation between the study variables and found to be "r" = +0.48. Hence, moderate positive correlation (0> r <1) between academic burnout and academic self-concept is identified that means as academic burn out increases, academic self-concept also increases among the adolescents. On applying chi square test, the findings reveals that there is a significant association between academic burnout and sociodemographic variables like gender, area of residence and mother's education as the calculated chi-square values was ($\chi2=6.44$, p>0.05), ($\chi2=7.63$, p>0.05) and ($\chi2=6.88$, p>0.05) which was greater than the table value. On applying chi square test, the findings reveals that there is a significant association between academic self-concept and demographic variables like age ($\chi2=9.61$, p>0.05), father education ($\chi2=12.90$, p>0.05), time spent for study ($\chi2=11.32$, p>0.05), and time spent for breaks ($\chi2=8.58$, p>0.05), as the calculated chi-square value was greater than the table value.

Keywords: academic burnout, academic self-concept, adolescents.

1. Introduction

Adolescence is the phase of life between childhood and adulthood. It is a unique stage of human development and an important time for laying the foundations of good health. It accounts for approximately 17% of the world's population. India is home to the largest adolescent population in the world.

According to Denise Witmer (2020), burnout is a state of chronic stress that leads to physical and emotional exhaustion, depression, detachment, cynicism and lack of accomplishment including feelings of ineffectiveness.

On behalf of the American Psychological Association, Harris Interactive Inc. (2013) teen reported stress levels during the school year far exceeding what they believed to be healthy (5.8 vs 3.9 on a 10-point scale). The average reported stress level of adults was 5.1 on a 10-point scale, demonstrating that teens feelings of stress rival those of adults. Results indicated that 31% of teens reported feeling overwhelmed, 30% of teens reported feeling depressed or sad as a result of stress, 36% of teens reported feeling tired and 23% of teens reported skipping a meal due to stress.

2. Material and Methods

A descriptive study was conducted using non experimental research design. Sample in the study were adolescents fulfilling the inclusion criteria at the selected settings. Students who are

not willing to participate and those who were absent at the time of data collection were excluded. Individual who gave informed consent were included. Data was collected by tool using modified Maslach burnout scale (3-point rating scale) to assess academic burnout and modified self-concept scale to assess the academic self-concept among adolescents (3-point rating scale). A representative sample was selected using judgmental sampling from the population of all adolescents from selected urban area at Balod (C.G). Judgmental will be done using basic evaluation questions on academic burnout and self-concept to identify the eligibility criteria. Frequency and percentage analysis to describe the demographic characteristic of the adolescents. Karl Pearson's correlation analysis to find correlation between academic burnout and self-concept. The Chi-square analysis used to determine the association between socio demographic variable and academic burnout and to determine the association between socio demographic variable and academic self-concept.

3. Results and Discussion

A. Distribution of subjects according to socio- demographic variables

The demographic findings of age shows that maximum 31(51.67%) of the subjects belong to the age group of 17-18. In terms of gender depicts that maximum 47(78.33%) of the subjects were females. With regard to religion reveals that maximum 52(86.67%) of the subjects are Hindus. According to area of residence, maximum 43(71.67%) of the subjects reside in urban area. The findings of the type of family, maximum 38(63.33%) of the subjects are from nuclear family. In terms of father's education, maximum 39(65%) of the subject's fathers have education of graduation & above. With regard to father's occupation, maximum 26(43.33%) of the subject's fathers are government employees. According to mother's education, maximum 27(45%) of the subject's mothers have education of graduation & above. The findings of the mother's occupation, maximum 46(76.67%) of the subject's mothers are housewives. In terms of family monthly income, maximum 45(75%) of the subjects have family monthly income of more than Rs.20,000. With regard to number of siblings in the family, maximum 27(45%) of the subjects have 2 siblings in the family. According to time spent for study, maximum 35(58.33%) of the subjects spent 3-4 hours for study. The findings of the breaks taken between studies depicts that all 60(100%) of the subjects take breaks between studies. In terms of time spent for breaks between studies, maximum 25(41.67%) of the subjects take breaks for half an hour. With regard to the satisfaction of subject chosen, maximum 57(95%) are satisfied by the subjects they have chosen. According to choose of course, maximum 37(61.66%) of the subjects have chosen NEET. In terms of adopting strategies to reduce academic burnout, depicts that all 60(100%) subjects adopt strategies to reduce academic burnout.

With regard to the strategies adopted to reduce academic burnout, maximum 29(48.33%) of the subjects use sleep & rest as coping strategies to reduce academic burnout.

B. Area wise analysis of academic burnout among adolescents

The area wise analysis of academic burnout among adolescents using mean, mean % and SD indicates that among three areas under study, maximum score was in emotional exhaustion (49.69% with the mean of 7.95 and SD of 3.35), personal accomplishment (53.35% with the mean of 5.35 and SD of 1.86) and depersonalization (48.5% with the mean of 3.88 and SD of 2.03).

1) Overall analysis of academic burnout among adolescents

Score analysis indicates that among three criteria under study, maximum score was in moderate burnout 33(55%), 16(26,67%) severe burnout and 11(18.33%) mild burnouts.

C. Area wise analysis of academic self-concept among adolescents

The area wise analysis of academic self-concept among adolescents using mean, mean % and SD and score analysis indicates that among three areas under study, maximum score was in teacher-student relationship 152.8% (with the mean of 15.28 and SD of 3.52), performance 137% (with the mean of 13.7 and SD of 3.28) and academic efforts 127.2% (with the mean of 12.72 and SD of 4.27).

1) Overall analysis on use of academic self-concept among adolescents

Score analysis indicates that among four criteria under study, maximum score was in average academic self-concept 48(80%) and 12(20%) poor academic self-concept.

D. Analysis to find out the correlation between academic burnout and academic self-concept among adolescents

Table 1 illustrate correlation between the study variables. Karl Pearson coefficient of correlation was calculated and found to be "r" = +0.48. Hence, moderate positive correlation $(0 > r < 1)$ between academic burnout and academic self-concept is identified that means as academic burn out increases, academic self-concept also increases among the adolescents. Therefore, H1 is accepted that there is moderate positive correlation between academic burnout and academic self-concept among adolescents.

Association between academic burnout with selected Socio Demographic Variables

There is a significant association between academic burnout and sociodemographic variables like gender, area of residence and mother's education as the calculated chi-square values was ($\chi 2=6.44$, $p>0.05$), ($\chi 2=7.63$, $p>0.05$) and ($\chi 2=6.88$, $p>0.05$) which was greater than the table value. Hence, H2 is accepted in accordance to gender, area of residence and mother's education.

Table 1
Correlation between the study variables

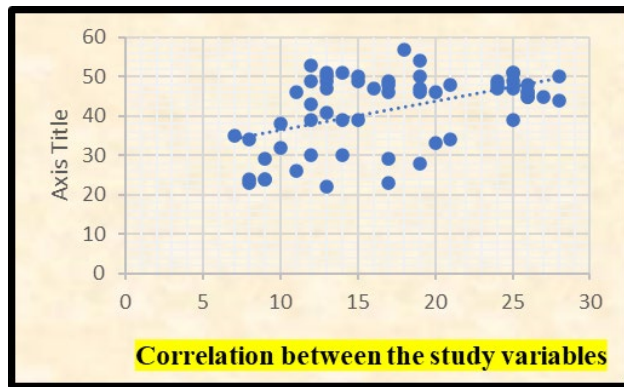| S.No.	Variables	Mean	SD	Karl Pearson coefficient ofcorrelation
1	Academic burnout	17.18	6.17	"r" = +0.48
2	Academic self-concept	41.7	9.51	

Fig. 1. Correlation between the study variables

E. Association between academic self-concept with selected socio demographic variables.

There is a significant association between academic self-concept and demographic variables like age ($\chi2$=9.61, p>0.05), father education ($\chi2$=12.90, p>0.05), time spent for study ($\chi2$=11.32, p>0.05), and time spent for breaks ($\chi2$=8.58, p>0.05), as the calculated chi-square value was greater than the table value. Hence H3 is accepted in accordance to age, father education, time spent for study and time spent for breaks.

4. Conclusion

This paper presented a study to assess academic burnout and self-concept among adolescents in selected urban community, Bhilai, (C.G).

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