Academic Burnout Among Students: A Study of Emotional Exhaustion, Cynicism, and Academic Inefficacy

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ABSTRACT:

Burnout is a psychological syndrome which is considered to be a crucial cognitive variable that affects the teaching and learning experience of students. Examining the academic burnout among college students was the focus of this study with emphasis on the three burnout dimensions: emotional exhaustion, cynicism and academic inefficacy. The general self- efficacy of the respondents were also taken into account. Findings on the aggregate level, are not indicative that the respondents are experiencing burnout. However, few of them showed very strong emotional exhaustion, cynicism and academic inefficacy which are indicators of burnout. Furthermore, more than one half of the respondents claimed that they moderately believe of their capabilities and competencies, however, again, there were few who claimed about the feeling of incompetency as a student. Also, the respondents' general self-efficacy is significantly related to academic burnout, hence, it indicates that the former is a predictor of academic burnout. In consideration with the foregoing, it was recommended that more alternative assessment of students' work must be provided to widen their repertoire of academic achievement. Moreover, observance of academic advising and involving students in extracurricular activities were also recommended to enrich their academic lives.

Keywords: academic burnout, self-efficacy, cynicism, exhaustion, academic inefficacy, COVID-19, Filipino students

Introduction

Burnout has increasingly been recognized as a significant psychological variable that influences students' academic experiences and outcomes. Maslach and Jackson describe burnout as a three-dimensional psychological syndrome involving emotional exhaustion, depersonalization (or cynicism), and diminished personal accomplishment (Maslach & Jackson, as cited in Chong et al., 2025). Emotional exhaustion reflects the depletion of emotional resources due to overwhelming demands, while cynicism indicates a distant or negative attitude toward academic tasks and inefficacy or the reduced personal accomplishment, refers to a decline in perceived competence and achievement. Burnout, in the context of academic life, can be understood as a chronic response to prolonged educational stressors, resulting in psychological and physical dysfunction (Chong et al., 2025). Students experiencing burnout often report

decreased motivation, disengagement from academic work, and diminished well-being.

Research on academic burnout shows that its symptoms extend beyond poor academic performance. Students may experience a pervasive lack of interest in school, difficulties continuing class attendance, reduced participation in activities, and a pervasive sense that academic tasks are meaningless (Yang & Farn). Burnout also manifests socially as affected students may develop negative judgments about themselves and others, heighten tendencies to blame external factors for personal challenges, and exhibit mistrust in social interactions. Prolonged burnout is associated with health impairments, disrupted sleep, and impaired concentration, potentially leading to long-term academic disengagement.

In the Philippines, scholarship on academic burnout remains limited, but emerging research highlights its relevance. Recent studies have documented moderate to high risks of burnout among Filipino college students, particularly during the COVID-19 pandemic (Ramos et al., 2021). Moreover, students engaged in online learning have been shown to experience burnout syndrome, underscoring the need to understand context-specific contributing factors (Robeniol, 2023; Palma et al., 2023). Another Philippine-based investigation reported significant associations between online screen media exposure, which is a proxy for prolonged remote learning, and burnout symptoms among senior high students, suggesting that extended reliance on digital devices during pandemic-era learning contributed to psychological strain.

The COVID-19 pandemic fundamentally disrupted the Philippine educational system, intensifying existing structural challenges and imposing new ones. With nationwide lockdowns beginning in March 2020, in-person classes were suspended and replaced with distance learning modalities, including online platforms, printed modules, and blended approaches. This abrupt shift, often implemented with minimal preparation, exacerbated inequalities in access to education due to uneven availability of reliable internet, digital devices, and conducive study environments across socioeconomic groups. Many Filipino students lacked stable connectivity or sufficient technological resources, which negatively affected their ability to participate meaningfully in remote learning. The shift also created a heavier cognitive load, as students navigated new technologies, increased workloads, and greater self-directed study demands, all without the social support and structure provided by traditional classrooms (Alibudbud, 2021; Barrot et al., 2021). Moreover, these pandemic learning environments have been linked to heightened anxiety, fatigue, and reduced academic outcomes, further contributing to students' psychological distress.

Local research confirms that online learning modalities have presented significant challenges. These include factors associated with elevated burnout among students during the pandemic such as increased academic demands, prolonged screen time, and workload overload(Palma et al., 2023). Such conditions are compounded by limited teacher-student interaction and the lack of immediate academic support that face-to-face education traditionally provides. These unprecedented disruptions to the Philippine education system underline the urgent need to investigate how academic burnout manifests among students in remote and hybrid learning contexts. Understanding the nature and extent of burnout during these shifts is critical, as burnout can undermine student motivation, weaken student–teacher relationships, and adversely affect the overall quality of learning. Through careful examination of how pandemic-related educational practices have contributed to burnout, this study provides insights that can inform strategies to improve instructional practices, manage academic workloads, and support student well-being. The findings are expected to help educators and policymakers devise interventions to mitigate burnout and promote a more resilient and equitable learning environment.

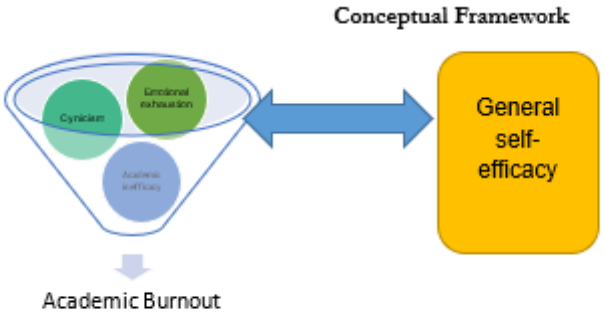
Objectives

The following are the objectives of the study:

a. determine the level of academic burnout experienced by the respondents, specifically on emotional exhaustion, cynicism, and academic inefficacy;

b. determine the general self-efficacy of the respondents during the pandemic; and

c. establish the significant relationship between self-efficacy and academic burnout.



Getting an insight on the academic burnout experienced by students in the new normal is indispensable. This is crucial in order to elucidate on how educational practices in the new normal can be improved or reformed in order to enhance productivity of students. Hence, the three dimensions of academic burnout, the emotional exhaustion, cynicism and academic inefficacy were evaluated and were correlated with the respondents' general self-efficacy. Through this study, educators and administrators can formulate policies to mitigate student burnout in the new normal.

Methodology

a. Research Design. The descriptive-correlational reserach design was utilized for this study.

b. Research Locale. The study was conducted at a State University in Northern Luzon, Philippines.

c. Sample and Sampling Procedure. The subjects of the study were the 254 randomly selected college students who were enrolled for the School Year 2020- 2021.

d. Methods of Data Collection. The data were collected using a structured questionnaire administered online through Google Forms. The survey link was distributed to the respondents via Facebook Messenger and electronic mail to ensure accessibility and convenience. Prior to the administration of the instruments, several validation procedures were undertaken to ensure their suitability, clarity, and cultural appropriateness for Filipino student respondents.

Academic Burnout Scale. The Academic Burnout Scale was adapted from the Maslach Burnout Inventory–Student Survey (MBI-SS) developed by Maslach and Jackson. The instrument consists of 15 items measuring three dimensions of academic burnout: emotional exhaustion, cynicism, and academic inefficacy. The reliability indices of the three dimensions are 0.70, 0.82, and 0.75 respectively.

To ensure its appropriateness in the Philippine educational context, the adapted version underwent content validation by a panel of experts. The experts evaluated the items in terms of clarity, cultural relevance, language appropriateness, and alignment with the local academic setting. Minor modifications in wording were made to reflect familiar classroom experiences and commonly used academic terms among Filipino students, without altering the original constructs of the scale.

General Self-Efficacy Scale. The General Self-Efficacy Scale was adapted from the instrument developed by Sherer et al. and was used to measure students' generalized beliefs about their ability to successfully perform tasks and handle academic challenges. Similar to the burnout scale, the instrument was subjected to expert validation

to determine its cultural and contextual suitability for Filipino learners. The experts assessed whether the items were understandable, culturally sensitive, and relevant to students' academic experiences in the Philippines. The Cronback's alpha of the scale is 0.86.

e. Statistical Treatment

Several statistical measures were availed of in this study. These include the following:

Weighted Mean. This was used in presenting the dimensions of academic burnout experienced by the respondents.

Frequency and Percent. These were used to present the distribution of the respondents who experience the different dimensions of burnout, including their general self-efficacy.

Pearson's correlation coefficient (r). This was used to establish the relationship between general self-efficacy and academic burnout experienced by the respondents.

Results and Discussion

Extent of Burnout experienced by the respondents

The Maslach Burnout Inventory Scale (MBI) was used in determining the level of burnout experienced by the respondents. It contains 15 items that evaluate the three dimensions of burnout: emotional exhaustion, cynicism, and academic inefficacy.

Emotional Exhaustion

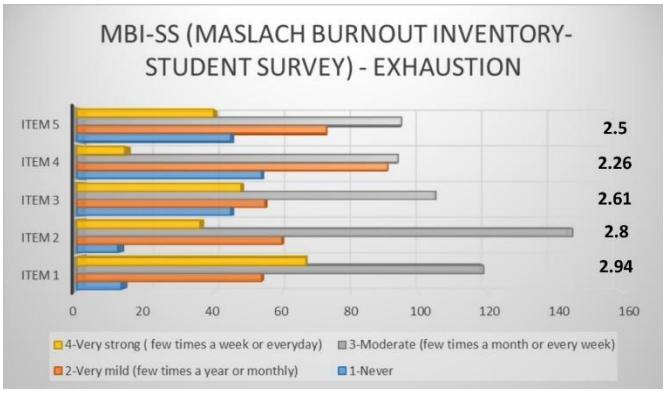


Figure 1: Emotional Exhaustion Experienced by the Students

The findings indicate that students experience emotional exhaustion at a moderate level, with feelings of being emotionally drained emerging more prominently than perceptions of studying as a serious strain. This pattern suggests that while academic demands are mentally taxing, students generally remain capable of coping with routine academic activities. The overall moderate level of emotional exhaustion implies that emotional fatigue is present but has not escalated to a degree that significantly disrupts academic engagement or daily functioning, reflecting a balance between academic pressure and students' coping capacities.

From an educational perspective, this moderate exhaustion signals a potential risk rather than an immediate concern. Although students are not severely burned out, persistent emotional strain may intensify if academic demands increase without adequate support. The relatively low perception of strain further suggests that the learning environment remains largely supportive, an important consideration in the post-pandemic Philippine context where students continue to adjust to face-to-face and blended learning modalities. Preventive measures such as workload monitoring, academic counseling, and stress management initiatives may help maintain this manageable level of exhaustion and prevent progression to more severe burnout.

These results are consistent with the conceptualization of burnout as a gradual

process, in which emotional exhaustion develops in response to sustained demands rather than appearing abruptly at extreme levels (Maslach & Jackson, 1981). Previous research likewise indicates that moderate emotional exhaustion is a common response to academic pressures and does not necessarily lead to disengagement, particularly when protective factors are present (Schaufeli et al., 2002; Salmela-Aro & Read, 2017). Studies in Asian and Philippine contexts further support this pattern, showing that while students often report moderate emotional exhaustion linked to academic stress, effective coping strategies, social support, and teacher guidance play a crucial role in sustaining resilience (Alvarez, 2021). Together, these findings underscore the importance of early, supportive interventions to address emotional fatigue and promote students' long-term well-being and academic success.

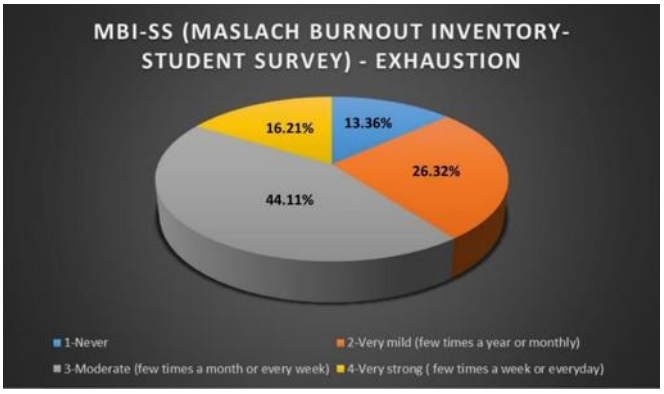


Figure 2. Summary response of students' emotional exhaustion

The distribution of students' emotional exhaustion reflects varying levels of burnout, with moderate exhaustion emerging as the most prevalent experience. Nearly half of the respondents reported moderate emotional exhaustion, indicating that emotional fatigue is a common response to academic demands but remains generally manageable for most students. At the same time, a small group reported no emotional exhaustion, suggesting the presence of effective coping strategies, supportive learning environments, and personal resilience that buffer academic stress.

Of particular concern is the subgroup of students who reported very strong emotional exhaustion. Although representing a minority, their frequent experience of emotional fatigue signals heightened vulnerability to more severe burnout outcomes, including disengagement, reduced academic performance, and psychological distress. This pattern suggests that while emotional exhaustion is not pervasive across the student population, a high-risk group exists that requires timely and targeted support. The predominance of moderate exhaustion further implies that routine academic pressures place sustained psychological demands on students, which may intensify during peak academic periods if left unaddressed.

These findings underscore the importance of maintaining a balanced academic environment that combines academic rigor with attention to students' emotional well-being. Preventive and early intervention strategies such as counseling services, workload regulation, and mental health awareness programs are particularly critical for students experiencing high levels of exhaustion. At the same time, strengthening protective factors observed among students who report no exhaustion, including supportive teacher–student relationships and effective self-regulation, may help mitigate burnout risk across the broader student population.

The results are consistent with the conceptualization of emotional exhaustion as the core dimension of burnout that often manifests at moderate levels before escalating into more severe outcomes (Maslach, Schaufeli, & Leiter, 2001). Prior research similarly shows that many students experience moderate emotional exhaustion without disengaging from their

studies (Schaufeli et al., 2002), while those with persistently high exhaustion are more likely to exhibit reduced engagement and psychological distress (Salmela-Aro & Upadyaya, 2013). Philippine-based studies further highlight the role of resilience and institutional support in buffering academic stress, while emphasizing that prolonged demands can heighten emotional exhaustion among vulnerable students (Serafica & Muria, 2023; Datu & Mateo, 2020). These findings reinforce the need for proactive institutional responses to address emotional exhaustion before it progresses to more severe burnout.

CYNICISM

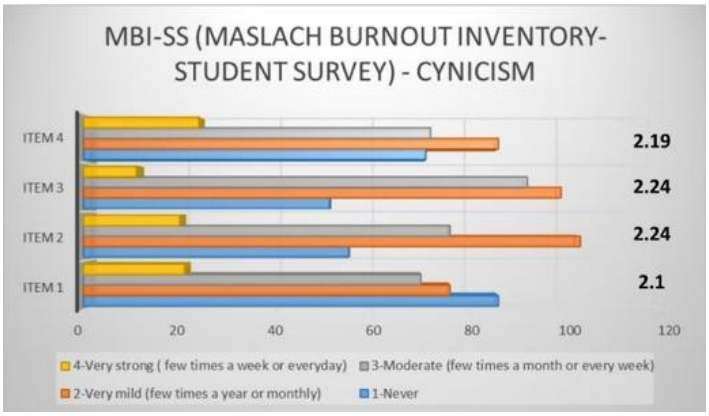


Figure 3. Level of Cynicism Experienced by the Respondents

Figure 3 indicates that cynicism among the respondents is very mild, suggesting that students generally maintain positive, engaged attitudes toward their studies. Indicators of reduced enthusiasm, pessimism about the usefulness of studies, and doubts about academic significance were reported infrequently, while loss of interest since enrollment was least evident. The low overall level of cynicism implies that emotional distancing from academic work occurs only occasionally and has not become a persistent pattern. This minimal level of cynicism has important implications for student engagement and institutional practice. Low cynicism suggests that students continue to perceive meaning, relevance, and personal value in their academic pursuits, which is critical for sustaining motivation and commitment. Since cynicism is often viewed as a precursor to disengagement and declining performance when it intensifies, its very mild presence indicates a generally healthy academic climate. The findings further suggest that the learning environment may be sufficiently supportive and motivating to help students manage academic pressures without developing negative or detached attitudes.

Nevertheless, the occasional experience of mild pessimism highlights the need for preventive efforts to sustain positive academic orientations. Educational institutions may strengthen meaningful learning experiences, academic advising, and career guidance to reinforce students' perception of relevance and purpose. These results are consistent with burnout frameworks describing cynicism as a later-stage distancing response that typically follows emotional exhaustion (Maslach & Jackson, 1981; Maslach, Schaufeli, & Leiter, 2001). Prior research likewise shows that low cynicism is associated with stronger engagement and perceived meaningfulness of studies (Schaufeli et al., 2002; Salmela-Aro & Upadyaya, 2013). Philippine-based studies further emphasize the protective role of purpose, supportive teacher relationships, and culturally responsive learning environments in minimizing student cynicism (Datu, Yuen, & Chen, 2018; Serafica & Muria, 2023). These findings indicate that students exhibit healthy levels of academic engagement and a generally positive orientation toward learning.

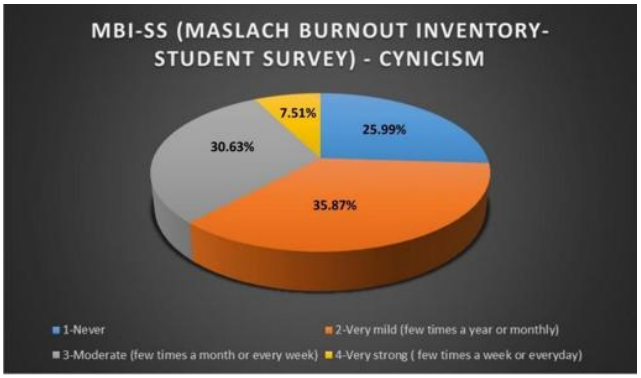


Figure 4. Summary response of students' cynicism

The distribution of students' cynicism reflects a generally low to moderate level of emotional distancing from academic work, with most respondents reporting either very mild or moderate cynicism. For the largest group, reduced interest or pessimism toward studies occurs infrequently and remains manageable, indicating that students largely retain a sense of meaning and engagement in their academic tasks. At the same time, nearly one-third of the respondents reported moderate cynicism, suggesting periodic disengagement that may stem from academic pressure, workload, or motivational challenges. However, the small but significant subgroup of students who reported very strong cynicism is of particular concern. Persistent pessimism and detachment among these students signal a heightened risk of sustained disengagement and progression to more severe forms of academic burnout. While the overall pattern suggests a generally positive academic orientation, the presence of this high-risk group highlights the need for early identification and targeted support. Without timely intervention, moderate levels of cynicism may also intensify over time, potentially undermining motivation, academic performance, and well-being. These findings are consistent with the burnout framework that conceptualizes cynicism as a coping response characterized by emotional distancing in the face of prolonged stress (Maslach, Schaufeli, & Leiter, 2001). Prior research likewise shows that low to moderate cynicism can coexist with continued academic engagement, whereas high cynicism predicts disengagement and poorer academic outcomes (Schaufeli et al., 2002; Salmela-Aro & Upadyaya, 2013). In the Philippine context, studies emphasize that perceived meaning in studies, supportive teacher–student relationships, and a positive academic climate play protective roles in minimizing cynicism among learners (Datu, Yuen, & Chen, 2018 Serafica & Muria, 2023). These findings suggest that while cynicism is largely contained, proactive institutional strategies such as mentoring, academic advising, and meaningful, student-centered instruction are essential to prevent its escalation among vulnerable students.

Academic Inefficacy

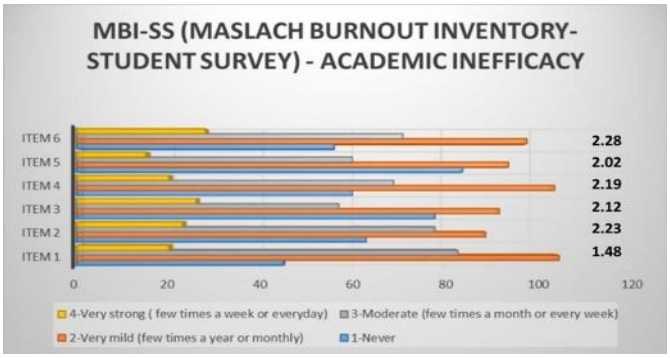


Figure 5. Level of Academic Inefficacy Among the Respondents

Figure 5 indicates that academic inefficacy among the respondents is very mild, reflecting a generally positive self-evaluation of academic competence and productivity. Students reported only occasional doubts about their effectiveness and contribution during class, while negative self-perceptions, lack of interest in learning, and inability to solve academic problems were minimal. The very low overall mean suggests that most respondents perceive themselves as capable learners who can address academic challenges effectively, indicating resilience and adaptive learning behaviors. This minimal level of academic inefficacy functions as a protective factor against burnout, as students who view themselves as competent are more likely to remain motivated and engaged. The results suggest that respondents are able to connect their academic experiences with personal growth and goal attainment, thereby buffering against feelings of reduced personal accomplishment. Although inefficacy is generally low, the presence of occasional self-doubt highlights the importance of continuous academic support to ensure that confidence is sustained as academic demands increase. These findings are consistent with burnout theory, which conceptualizes reduced personal accomplishment as a later-stage dimension that remains low when individuals perceive themselves as effective and competent (Maslach, Schaufeli, & Leiter, 2001). They are further supported by self-efficacy theory, which emphasizes that strong efficacy beliefs promote persistence, resilience, and effective coping (Bandura, 1997). Empirical studies likewise demonstrate that higher self-efficacy is associated with lower levels of academic burnout, particularly academic inefficacy (Schaufeli et al., 2002; Salmela-Aro & Upadyaya, 2013). Philippine-based research similarly highlights the role of self-efficacy in fostering persistence and adaptive coping among students (Galan, 2011). These findings underscore the importance of instructional practices that strengthen self-efficacy and mastery experiences to sustain students' confidence and prevent the progression of burnout.

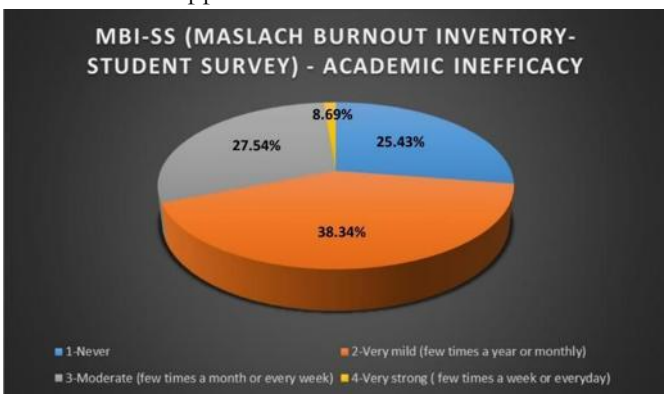


Figure 6. Summary response of students' academic inefficacy

The distribution of students' academic inefficacy indicates a generally low to moderate level of reduced personal accomplishment, with most respondents maintaining a positive sense of academic competence. The largest proportion of students reported very mild inefficacy, suggesting that doubts about academic ability occur infrequently and are manageable, while a notable group reported never experiencing inefficacy, reflecting strong self-confidence. However, more than one-fourth of the respondents experienced moderate academic inefficacy, indicating periodic self-doubt that may arise during academically demanding periods. A small but significant subgroup reported very strong inefficacy, signaling heightened vulnerability to persistent stress and burnout progression. These findings suggest that occasional feelings of inefficacy are a normal response to academic challenges and do not necessarily indicate disengagement. Nonetheless, the presence of moderate inefficacy among a substantial proportion of students highlights the need for continuous academic support, as recurring doubts may gradually undermine motivation and persistence. Students experiencing very strong inefficacy require

targeted interventions, including mentoring, skills training, and individualized feedback, to rebuild confidence and prevent negative effects on performance and well-being. The results are consistent with burnout theory, which conceptualizes reduced personal accomplishment as a dimension that intensifies when individuals perceive themselves as ineffective (Maslach, Schaufeli, & Leiter, 2001). They are further supported by self-efficacy theory, which emphasizes that strong efficacy beliefs foster resilience and persistence in academic contexts (Bandura, 1997). Empirical studies likewise demonstrate that higher academic self-efficacy is associated with lower burnout, particularly inefficacy (Schaufeli et al., 2002; Salmela-Aro & Upadyaya, 2013). Philippine-based research similarly highlights the role of self-efficacy in promoting persistence and adaptive coping among students (Galan, 2011). These findings underscore the importance of instructional and support practices that strengthen students' sense of competence to prevent the escalation of academic burnout.

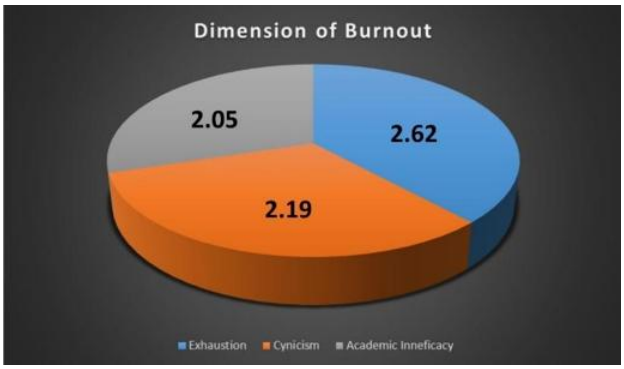


Figure 7. Summary of the dimensions of burnout experienced by the respondents

The overall burnout profile of the respondents indicates a generally low level of academic burnout, with clear variation across its three dimensions. Emotional exhaustion emerged as the most prominent dimension, reflecting moderate emotional fatigue associated with academic demands. In contrast, cynicism and academic inefficacy remained at very mild levels, suggesting that students largely sustain positive attitudes toward their studies and continue to perceive themselves as academically capable. These findings indicate that while students experience noticeable emotional strain, burnout has not progressed to a severe or debilitating level. The predominance of emotional exhaustion relative to the other dimensions aligns with theoretical models of burnout, which posit that exhaustion typically develops first and may precede cynicism and reduced personal accomplishment if stressors persist. In this study, however, the very mild levels of cynicism and academic inefficacy suggest that students' engagement, sense of purpose, and self-confidence function as protective factors that buffer the impact of emotional fatigue. This pattern implies that the learning environment and available support systems may be effective in preventing emotional strain from escalating into full burnout. From an educational standpoint, the findings highlight the importance of early and preventive interventions focused on reducing emotional exhaustion. Strategies such as reasonable workload management, academic counseling, stress management initiatives, and supportive teacher practices may help alleviate emotional fatigue and prevent its progression. At the same time, sustaining student engagement and self-efficacy remains critical, as these factors appear to mitigate the development of cynicism and inefficacy. The results are consistent with established burnout research showing that moderate emotional exhaustion can occur independently of high cynicism and inefficacy, particularly in contexts where protective factors are present. Philippine-based studies similarly emphasize the role of resilience, social support, and adaptive coping in limiting burnout severity. The findings suggest that while emotional

exhaustion warrants attention, students' generally positive academic orientation provides a strong foundation for preventing more serious burnout outcomes.

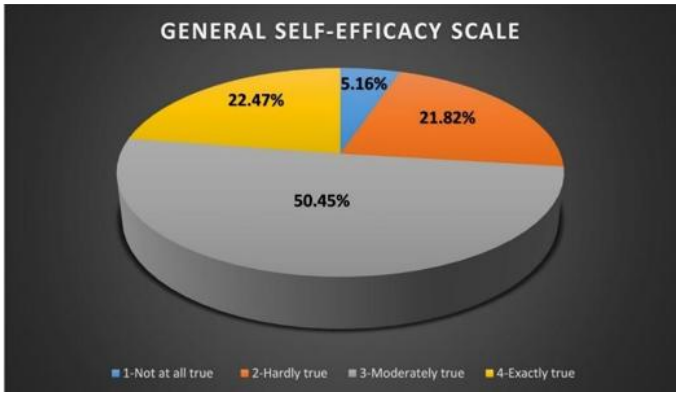


Figure 8. Level of General Self-Efficacy among Respondents

The findings indicate that respondents demonstrate a moderate level of general self-efficacy, reflecting a balanced belief in their capacity to manage challenges, persist toward goals, and adapt to unexpected situations. Students strongly endorsed effort-based problem solving and perseverance, suggesting that they view personal effort as central to overcoming difficulties. The overall mean score indicates confidence in influencing outcomes and performing tasks effectively, pointing to a realistic appraisal of personal capability. This moderate self-efficacy has important implications for academic functioning and well-being. Consistent with Bandura's social cognitive theory, students who believe in their capabilities are more likely to persist in challenging tasks, regulate their learning behaviors, and remain resilient when faced with difficulties (Bandura, 1997). However, the absence of very high self-efficacy suggests that some students may still experience self-doubt under highly demanding conditions, highlighting the need for supportive learning environments that provide mastery experiences and constructive feedback.

The results also help explain the generally low levels of cynicism and academic inefficacy observed among the respondents, given the established negative relationship between self-efficacy and burnout. Strengthening students' self-efficacy may further reduce emotional exhaustion and enhance resilience, particularly through instructional strategies that emphasize goal-setting, problem-solving, and reflective learning. These findings are supported by empirical evidence showing that moderate to high self-efficacy is associated with adaptive coping, persistence, and effective problem-solving (Schwarzer & Jerusalem, 1995), as well as higher academic motivation and lower burnout, especially academic inefficacy (Pajares, 2002; Schaufeli et al., 2002).

Figure 9. Summary response of students' general self-efficacy

The findings indicate that students' general self-efficacy is predominantly moderate to high, with more than half of the respondents reporting moderate confidence in their ability to manage tasks and challenges, and nearly one-fourth expressing strong conviction in their capabilities. This pattern suggests that most students possess a functional level of self-belief that supports effort, persistence, and adaptive coping, even if confidence is not absolute. However, the presence of a small group with low self-efficacy highlights a vulnerable segment of students who may experience doubts about their competence, potentially undermining motivation and academic engagement.

These results have important educational implications. Moderate self-efficacy appears sufficient to help most students cope with academic demands, though it may not fully shield them from stress during highly demanding periods. Students with high self-efficacy are likely to demonstrate greater resilience and sustained engagement and may serve as positive models within collaborative learning contexts. Conversely, students with low self-efficacy are at greater risk of avoidance, poorer performance, and psychological distress, underscoring the need for targeted support through mentoring, skills development, and constructive feedback. Strengthening self-efficacy across the student population may also help buffer against burnout, particularly emotional exhaustion and academic inefficacy.

These findings are well supported by Bandura's (1997) social cognitive theory, which emphasizes the role of self-efficacy in shaping motivation, persistence, and emotional responses to challenges. Empirical studies similarly show that moderate to high self-efficacy is associated with effective coping and resilience (Schwarzer & Jerusalem, 1995), higher motivation and achievement, and lower burnout, particularly academic inefficacy (Schaufeli et al., 2002). Further evidence indicates that strong self-beliefs reduce vulnerability to burnout even under academic pressure (Salmela-Aro & Upadyaya, 2013). In the Philippine context, research likewise highlights that students with higher self-efficacy exhibit greater academic engagement and resilience (Datu & Yuen, 2018), reinforcing the conclusion that fostering students' confidence in their abilities is essential for both academic success and well-being.

Relationship between the respondents' general self-efficacy and academic burnout

Table 1. Correlation between self-efficacy and academic burnout

Variables	*M*	*SD*	*r*	*p*
Self-Efficacy	2.91	0.57	-0.29	<.001
Academic Burnout	2.34	0.63		

The table shows the relationship between students' general self-efficacy and academic burnout and found a significant negative correlation between the two variables ($r = -0.29$, $p < .001$). This indicates that as students' self-efficacy increases, their level of academic burnout tends to decrease. Although the strength of the correlation is small to moderate, the association is statistically significant, underscoring the important role of self-beliefs in students' burnout experiences.

When considered alongside the descriptive findings, this relationship becomes more meaningful. The respondents demonstrated moderate self-efficacy, moderate levels of emotional exhaustion, and very mild levels of cynicism and academic inefficacy. This pattern suggests that students who believe in their ability to handle academic challenges are better protected from developing negative attitudes toward their studies and feelings of incompetence, even when they experience some

degree of emotional fatigue. In this sense, self-efficacy appears to function as a psychological buffer, preventing emotional exhaustion from escalating into more severe burnout dimensions.

The findings align with Bandura's (1997) social cognitive theory, which posits that individuals with stronger self-efficacy are more resilient, persistent, and adaptive in the face of stressors. Students who trust their capacity to solve problems and achieve goals are less likely to interpret academic demands as overwhelming or threatening. Consequently, they experience lower burnout symptoms. Similarly, Schaufeli et al. (2002) and Salmela-Aro and Upadyaya (2013) reported that higher self-efficacy is associated with lower levels of exhaustion, cynicism, and academic inefficacy among students.

The observed correlation is also consistent with studies in the Philippine context. Research by Datu and Yuen (2018) and Serafica & Muria (2023) showed that Filipino students with stronger self-beliefs demonstrate greater academic engagement and emotional resilience, which reduces vulnerability to burnout. The present findings further support these conclusions, suggesting that even moderate levels of self-efficacy can meaningfully mitigate burnout among learners. The results imply that interventions aimed at strengthening students' self-efficacy such as mastery-oriented instruction, constructive feedback, and supportive teacher–student relationships may be effective in reducing academic burnout. Hence, if teachers foster confidence in their capabilities, schools can help students manage academic demands more adaptively and sustain both well-being and engagement**.**

Conclusion

Academic burnout is a three dimensional syndrome which includes emotional exhaustion, cynicism and academic inefficacy. The Maslach Burnout Inventory Scale (MBI) was used in determining the level of burnout among the respondents.

On the aggregate level, the respondents did not show the impression to be experiencing burnout. However, there were few of them who revealed that they experienced burnout which means very strong exhaustion, cynicism and academic inefficacy.

Furthermore, on the general self-efficacy of the respondents, it was revealed that majority of them moderately believe about their capabilities to produce a specified levels of performance that influences over events that affect their lives. However, there were few who accepted the feeling of low self-efficacy.

Moreover, the respondents' general self-efficacy is significantly related to academic burnout, hence the former is a predictor of academic burnout.

Recommendations

In view of the findings surfaced at, the following are hereby recommended:

1. Reduce academic burnout by helping students improve their academic achievement and learning motivation especially in the new normal where consultation to teachers is very minimal.
2. Provide more alternative assessment of students' work to widen their repertoire of academic achievement.
3. The school may devise programs that involve students in extracurricular activities where they can enrich their academic lives and collaborate with other students. These are significant ways and means for them to have diversions for their immnesne academic workload.
4. Since there is no face to face interaction during the pandemic, academic advising should be observed to appropriately guide them on their tasks.

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