







Self-Efficacy and Academic Factors as Predictors of Academic Burnout in Ghanaian Adolescents: A Multiple Regression and MANOVA Study in Sagnarigu and Agona West Districts

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ABSTRACT

This study investigates the predictors of academic burnout among adolescent students, focusing on academic factors and self-efficacy. Despite the growing research interest in academic burnout due to its negative health, emotional, and psychological impacts, there remains a gap in understanding its key predictors. A descriptive survey design was employed, involving 232 Senior High School students. Data collection was conducted via questionnaire, with multiple regression and multivariate analysis of variance used to test hypotheses, while mean and standard deviation addressed the research question. Findings indicated that academic burnout is common among adolescent students in Senior High Schools, particularly in areas such as brooding over schoolwork and feeling overwhelmed by academic demands. Interestingly, no significant overall gender difference in academic burnout was observed. However, a specific aspect - brooding over schoolwork - showed a significant gender disparity, with males exhibiting a higher tendency to brood on academic matters compared to females. Based on these results, the study recommends implementing supportive strategies, such as counseling services, to assist students in managing academic burnout and maintaining realistic expectations. The findings from this study will offer valuable insights to key education stakeholders, including parents, educators, and school administrators, regarding the specific aspects of academic burnout experienced by teenage students.

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INTRODUCTION

The acquisition of fundamental knowledge and skills is crucial for adolescents' personal development and future professional success. Recognizing this, many countries, including Ghana, have prioritized adolescent education as a means of fostering independent individuals capable of contributing to national development. In Ghana, the implementation of free access to Senior High School education has led to increased adolescent enrollment.¹ However, this positive development is accompanied by emerging challenges that contribute to stress among Senior High School students. The educational environment in Senior High Schools, coupled with uncertainties related to chosen academic paths, has

¹ Richard Kwame Duah et al., "Effects of Increasing Student Enrollment on Teaching and Learning in Senior High Schools in Ghana: The Free Senior High School Policy in Retrospection," *Social Education Research*, 2023, 227–39.

been identified as a source of stress for students.² Additionally, the growing academic workload and parental expectations for successful completion of study cycles further exacerbate this stress.³

Academic burnout is a common negative outcome in high schools and is increasingly recognized as a response to these stressors.⁴ It is defined as a state resulting from prolonged exposure to academic work and learning.⁵ It is characterized as a psychological condition marked by persistent negative emotions and diminished motivation related to learning and academic tasks.⁶

The consequences of academic burnout are multifaceted and significant. Research has associated it with increased absenteeism, decreased academic performance, reduced study engagement, and diminished learning motivation.⁷ Furthermore, affected students tend to develop avoidance-goal orientations rather than mastery-goal orientations.⁸ In the context of Ghana's Sagnarigu District (Northern Region) and Agona West District (Central Region), preliminary observations suggest that Senior High School adolescents experience similar symptoms of academic burnout, including desires to quit school, reluctance to attend classes, learning fatigue, and academic frustration.

The etiology of academic burnout among adolescent students remains a subject of debate, with various factors such as parental pressure, self-efficacy, academic course load, and peer influence being cited as potential contributors. To address this critical issue effectively, it is imperative to conduct empirical research examining the influence of self-efficacy and academic factors on academic burnout among Senior High School adolescents in these districts. This study aims to provide evidence-based insights into the determinants of academic burnout, thereby informing targeted interventions to mitigate its negative impacts on adolescent students' academic and personal development. The study seeks to verify the following research question and hypotheses.

1. **What areas of academic burnout do adolescent students in the Sagnarigu and Agona West districts in the Northern and Central regions of Ghana experience?**
2. H1. Academic factors significantly contribute to academic burnout among adolescent students in the Sagnarigu and Agona West districts of Ghana's Northern and Central regions.
3. H1. Self-efficacy significantly influences academic burnout among adolescent students in the Sagnarigu and Agona West districts in the Northern and Central regions of Ghana.
4. H1. There is a gender difference in academic burnout among adolescent students in the Sagnarigu and Agona West districts in the Northern and Central regions of Ghana.

The findings from this study will offer valuable insights to key education stakeholders, including parents, educators, and school administrators, regarding the specific aspects of academic burnout experienced by teenage students. These findings will enable them to implement targeted counseling interventions aimed at mitigating academic burnout among adolescents. Additionally, the study will inform Senior High School curriculum experts, allowing them to develop educational programs that will reduce the likelihood of students experiencing academic burnout.

² Yuly Suárez-Colorado et al., "The Academic Burnout, Engagement, and Mental Health Changes during a School Semester," *Duazary* 16, no. 1 (2019): 23–37.

³ Gerhardus J Niemann, "Experience of Burnout among Postgraduate Theological Students of the Reformed Churches in South Africa—A Pastoral Analysis," *In Die Skriflig* 47, no. 1 (2013): 173–81.

⁴ Khawlah A Alsabti, "The Effects of Social, Familial, and Economic Stress on Social Workers Working with Disabled Individuals," *Journal of Social Work* 22, no. 5 (2022): 1207–26; Mahtab Pouratashi and Asghar Zamani, "Agricultural Students' Academic Burnout: The Influence of Employment Challenges," *Journal of Education and Work* 31, no. 4 (2018): 409–17.

⁵ Sofia Salgado and Manuel Au-Yong-Oliveira, "Student Burnout: A Case Study about a Portuguese Public University," *Education Sciences* 11, no. 1 (2021): 31.

⁶ Hui-Jen Yang, "Factors Affecting Student Burnout and Academic Achievement in Multiple Enrollment Programs in Taiwan's Technical-Vocational Colleges," *International Journal of Educational Development* 24, no. 3 (2004): 283–301.

⁷ Scott E Seibert, Maria L Kraimer, and Peter A Heslin, "Developing Career Resilience and Adaptability," *Organizational Dynamics* 45, no. 3 (2016): 245–57; Julia Herrmann, Karoline Koeppen, and Ursula Kessels, "Do Girls Take School Too Seriously? Investigating Gender Differences in School Burnout from a Self-Worth Perspective," *Learning and Individual Differences* 69 (2019): 150–61; Rasyiqah Batrisya Md Zolkapli et al., "Exploring Reasons for Learning English and Burnout Among Pre-University Students," *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 9, no. 1 (2024): e002670–e002670.

⁸ Balázs Jagodics et al., "School Demands and Resources as Predictors of Student Burnout among High School Students," *School Mental Health* 15, no. 1 (2023): 90–104.

LITERATURE REVIEW

Academic Burnout

The concept of burnout was initially conceptualized in occupational contexts by Freudenberger in 1974 and has since been applied to educational settings, recognizing the similarities between work and academic environments.⁹ They described academic burnout as a feeling of fatigue that originates from a pessimistic attitude among students toward school or academic duties. It is described as a feeling of low personal accomplishment, a display of emotional exhaustion, and a tendency to give up among students due to excessive course stress, course load, and other psychological factors.¹⁰ The three primary components of academic burnout - exhaustion, cynicism, and inefficacy - manifest uniquely in adolescents. Exhaustion refers to feelings of strain and chronic fatigue resulting from overtaxing schoolwork. Cynicism reflects an indifferent or detached attitude toward academic work, while inefficacy is characterized by feelings of incompetence and lack of achievement in school-related activities.¹¹ Studies have revealed that academic burnout is prevalent among school-going adolescents. Walburg found that 40% of high school students in France experienced high levels of academic burnout.¹² Similarly, research in Asian contexts reported burnout rates ranging from 20% to 30% among adolescent students.¹³ This phenomenon of academic burnout has been of having detrimental effects on adolescent students' cognition, emotions, and behaviors.¹⁴ They indicated that academic burnout leads to low morale and commitment to school activities. Absenteeism, low motivation, high dropout rates, depression, frustration, hostility, or fear are caused by academic burnout.¹⁵ These problems clearly show that academic burnout has a deteriorating impact on adolescents' academic lives. Despite the growing body of research, significant gaps remain in the understanding of academic burnout among adolescents. More studies are needed to elucidate the developmental trajectory of academic burnout.

Self-efficacy

The concept of self-efficacy, first proposed by Bandura in 1977, is fundamental to understanding how adolescents cope with and overcome academic challenges. Self-efficacy refers to an individual's confidence in their ability to successfully perform specific tasks. This construct goes beyond simple personality characteristics or isolated skills. Instead, it represents a person's perceived capability to mobilize their knowledge and abilities effectively in response to specific situational demands. As such, self-efficacy is a key factor in determining an adolescent's capacity to adapt to the varied challenges of academic life and ultimately achieve scholastic success. Research indicates that students with high self-efficacy demonstrate greater intrinsic motivation and are more likely to engage in challenging tasks.¹⁶ These students typically exhibit resilience in the face of setbacks and are more likely to achieve their personal goals. Conversely, students with low self-efficacy often perceive challenging tasks as threats to be avoided and may struggle to maintain sustained effort in academic pursuits.¹⁷

The relationship between self-efficacy and academic burnout has been a subject of significant scholarly interest. Self-efficacy has been identified as a potential mediator in managing burnout among

⁹ Wilmar B Schaufeli et al., "Burnout and Engagement in University Students: A Cross-National Study," *Journal of Cross-Cultural Psychology* 33, no. 5 (2002): 464–81.

¹⁰ Yang, "Factors Affecting Student Burnout and Academic Achievement in Multiple Enrollment Programs in Taiwan's Technical-Vocational Colleges."

¹¹ Katariina Salmela-Aro et al., "Student Engagement in Adolescence: A Scoping Review of Longitudinal Studies 2010–2020," *Journal of Research on Adolescence* 31, no. 2 (June 15, 2021): 256–72, <https://doi.org/10.1111/jora.12619>.

¹² Vera Walburg, "Burnout among High School Students: A Literature Review," *Children and Youth Services Review* 42 (2014): 28–33.

¹³ Shu-Hui Lin and Yun-Chen Huang, "Life Stress and Academic Burnout," *Active Learning in Higher Education* 15, no. 1 (2014): 77–90.

¹⁴ Cynthia L Cordes and Thomas W Dougherty, "A Review and an Integration of Research on Job Burnout," *Academy of Management Review* 18, no. 4 (1993): 621–56.

¹⁵ Hui-Jen Yang and Cheng Kiang Farn, "An Investigation the Factors Affecting MIS Student Burnout in Technical-Vocational College," *Computers in Human Behavior* 21, no. 6 (2005): 917–32.

¹⁶ Farhan Alshammari et al., "Relation between Academic Burnout and Self Efficacy among University Nursing Students," *International Journal of Novel Research in Healthcare and Nursing* 6, no. 3 (2019): 345–56.

¹⁷ Songpol Kulviwat, Gordon C. Bruner II, and James P. Neelankavil, "Self-Efficacy as an Antecedent of Cognition and Affect in Technology Acceptance," *Journal of Consumer Marketing* 31, no. 3 (2014): 190–99.

adolescent learners.¹⁸ Bilge, Cetin, and Dost posited that students' levels of burnout can be influenced by their self-efficacy.¹⁹ Higher levels of self-efficacy are associated with more positive responses to academic challenges. This relationship is particularly salient in educational settings where students frequently encounter unexpected situations or challenges, such as unannounced assessments, class exercises, and homework assignments. These factors can potentially contribute to academic burnout. However, students with higher self-efficacy may be better equipped to manage these stressors effectively, potentially mitigating the risk of burnout. Understanding the role of self-efficacy in academic burnout is crucial for developing targeted interventions to support adolescent students' academic well-being and success.

METHODOLOGY

The descriptive survey design was employed for this study. This design was adopted because it aided the researcher in describing the nature of the existing condition or problem. In addition, it enabled the researcher to find opinions, describe, analyse, and record aspects of the identified problem as it naturally occurs.

Population

The target population for the study covered adolescent students in public Senior High Schools in the Sagnerigu and Agona West districts in the Northern and Central regions of Ghana. Through a multi-stage sampling technique, adolescent students in Tamale Technical Institute in the Education Ridge in the Sagnarigu district, Nyakrom Senior High Technical, and Siddiq Senior High were sampled for the study. A proportionate sampling technique was used to determine the sample size selected in each school. This was done because of the different numbers of adolescent students in each school. Two hundred and thirty-two (232) adolescent students in Senior High School form two (SHS 2) were sampled from the schools for the study. This was made up of 115 males and 117 females. The study used form two adolescent students because form one students were yet to report while form three students were preoccupied with their final examinations.

Research Instrument

A questionnaire titled 'self-efficacy and academic factors on academic burnout' was the main instrument that was used for the data collection. The questionnaire was made up of 33 items. All the items were close-ended. The questionnaire was divided into sections A, B, C, and D. Section A focused on adolescents' demographics. Section B focused on adolescents' self-efficacy while sections C and D concentrated on academic factors and academic burnout respectively. Items measuring self-efficacy and academic factors were rated on a four-point Likert scale ranging from Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). Items measuring academic burnout were rated on a four-point Likert scale ranging from Completely Disagree (1), Disagree (2), Agree (3) and Completely Agree (4). The internal reliability of the questionnaire was .554. The items were adapted from the General Self-efficacy Scale,²⁰ Psychosocial Climate Questionnaire, and School-Burnout Inventory Scale.²¹ The internal reliability of these instruments was .86, .94, and .80 respectively.

Data Analysis

Data was analyzed using descriptive and inferential statistics. Data collected on research question one was analyzed using mean and standard deviation. Research hypotheses one and two were analyzed using multiple regression and linear regression respectively. Lastly, research hypothesis three was

¹⁸ Alshammari et al., "Relation between Academic Burnout and Self Efficacy among University Nursing Students."

¹⁹ Filiz Bilge, Meliha Tuzgol Dost, and Bayram Cetin, "Factors Affecting Burnout and School Engagement among High School Students: Study Habits, Self-Efficacy Beliefs, and Academic Success.," *Educational Sciences: Theory and Practice* 14, no. 5 (2014): 1721–27.

²⁰ Schwarzer, Ralf. "General perceived self-efficacy in 14 cultures." *Self-Self-Efficacy assessment*, http://www.yorku.ca/faculty/academic/schwarz_e/world14.htm (1999).

²¹ Hermann Burr et al., "The Third Version of the Copenhagen Psychosocial Questionnaire," *Safety and Health at Work* 10, no. 4 (2019): 482–503; Salmela-Aro et al., "Student Engagement in Adolescence: A Scoping Review of Longitudinal Studies 2010–2020."

analyzed using multivariate analysis of variance (MANOVA). Hypotheses were tested at a significant interval level of .05.

Ethical Consideration

Before the data was collected, consent of participants was sought. The motive for the study was explained to the headmasters in the selected Senior High Schools, and approval was given. The participants were also briefed on the purpose of the study and subsequently assured that their identity would remain anonymous.

PRESENTATION OF RESULTS

Research Question One:

What areas of academic burnout do adolescent students experience?

This research question aimed to find out areas of academic burnout that adolescent students faced. Data on this was analyzed using mean and standard deviation. The table below presents the results.

Item	Mean	Std. Deviation
I feel overwhelmed by my schoolwork	2.5216	.90667
I feel a lack of motivation in my schoolwork and often think of giving up	2.3233	.95969
I often have feelings of inadequacy in my schoolwork	2.4612	.87696
I often sleep badly because of matters related to my schoolwork	2.3879	.97387
I feel that I am losing interest in my schoolwork	2.2026	.97029
I'm continually wondering whether my schoolwork has any meaning	2.3707	.96277
I brood over matters related to my schoolwork a lot during my free time	2.6810	.85886
I used to have higher expectations of my schoolwork that I do now	2.7845	.95170
The pressure in my schoolwork causes me problems in my relationship with others	2.3578	1.02629

In Table 1 above, a mean rating of 2.5 indicated an area of burnout experienced by adolescent students. The results, as shown in Table 1 revealed that adolescent students used to have higher expectations than they do now (mean = 2.7, Std = .95170), brood over schoolwork (mean = 2.6810, std.= .85886), and are overwhelmed by schoolwork (mean= 2.5216, std= .90667).

Hypothesis One

H₁: There is a statistically significant difference in the influence of academic factors on academic burnout among adolescent students in Sagnerigu and Agona West districts in the Northern and Central regions of Ghana.

This hypothesis aimed to find out the overall prediction of academic factors on adolescent students' academic burnout. Multiple regression analysis was employed in analyzing data obtained on this hypothesis. This was used because it provides the advantage of clearly finding out what specific academic factor predicts academic burnout as well as the overall prediction of the independent variable (academic factor) on the dependent variable (academic burnout).

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.708	3	.903	4.921	.002 ^b
	Residual	41.824	228	.183		

Total	44.532	231			
a. Dependent Variable: Academic burnout					
b. Predictors: (Constant), Academic workload, Interpersonal relation, Classroom climate					

The results as depicted in the ANOVA table above mean that on the whole, Academic factors influence adolescent students’ academic burnout, $f(3,228)=4.921$, $p<.002$. The coefficient of each of the academic factors was conducted to know which specific academic factor predicted academic burnout in students. The results of these are shown in the table below.

Model		Unstandardized		Standardized Coefficients	t	Sig.
		Coefficient B	Std. Error			
1	(Constant)	2.345	.179		13.109	.000
	Interpersonal relation	-.056	.035	-.107	-1.632	.104
	Classroom climate	-.058	.047	-.081	-1.224	.222
	Academic workload	.157	.046	.224	3.427	.001

a. Dependent Variable: Academic burnout

As presented in Table 3 above, all the dimensions of the predictor variables except academic workload were found not to significantly influence adolescent students’ academic burnout. Academic workload was the only predictor variable that influenced adolescent academic burnout, $t=3.427$, $b=.224$, $p<.005$. However, negative results were obtained for the interpersonal relation, $t= -1.632$, $b= -.107$, $p= .104$, and classroom climate, $t= -1.224$, $b= -.081$, $p=.222$. These suggest that a unit increase in interpersonal relations or classroom climate decreases adolescents’ academic burnout.

Hypothesis two

H₁: There is a statistically significant difference in the influence of self-efficacy on academic burnout among adolescent students in Sagnerigu and Agona West districts in the Northern and Central regions of Ghana.

Hypothesis two was meant to find out whether students’ self-efficacy predicts their academic burnout. To achieve this, simple linear regression analysis was used to analyze data gathered on this research hypothesis. The result is shown in the table below.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.391	1	1.391	7.418	.007 ^b
	Residual	43.141	230	.188		
	Total	44.532	231			

a. Dependent Variable: Academic burnout

b. Predictors: (Constant), Self-efficacy

The results shown in the table above indicated that self-efficacy significantly influenced students’ academic burnout, $f(1,230) = 7.418$, $p<.05$. The coefficient of the predictor variable is shown in the table below.

Table 5: Coefficients of self-efficacy on academic burnout

Model		Unstandardized		standardized	t	Sig.
		Coefficient B	Std. Error	Beta		
1	(Constant)	1.928	.196		9.857	.000
	Self-efficacy	.208	.076	.177	2.724	.007

a. Dependent Variable: Academic burnout

The simple linear regression shown in the table above revealed a positive significant influence of self-efficacy on academic burnout, $p < .05$. This indicates that a unit increase in adolescent students' self-efficacy results in a .208 increase in students' academic burnout.

Hypothesis three

H₁: There is a gender difference in academic burnout among adolescent students in the Sagnerigu and Agona West districts in Ghana's Northern and Central regions respectively.

Hypothesis three sought to find out the overall difference between males and females on academic burnout and the specific area of academic burnout in which they differ. Multivariate analysis of variance (MANOVA) was used to analyze the data gathered.

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.974	908.815 ^b	9.000	222.000	.000
	Wilks' Lambda	.026	908.815 ^b	9.000	222.000	.000
	Hotelling's Trace	36.844	908.815 ^b	9.000	222.000	.000
	Roy's Largest Root	36.844	908.815 ^b	9.000	222.000	.000
Gender	Pillai's Trace	.034	.870 ^b	9.000	222.000	.553
	Wilks' Lambda	.966	.870 ^b	9.000	222.000	.553
	Hotelling's Trace	.035	.870 ^b	9.000	222.000	.553
	Roy's Largest Root	.035	.870 ^b	9.000	222.000	.553

The multivariate results as presented in Table 6, indicated a non-significant difference between male and female experience of academic burnout. This implies that both genders experience academic burnout, $f(9,222) = .870$, $p = .553$. Univariate test (tests between subjects) was conducted to find out the specific areas of academic burnout that both males and females experience. The results are shown in Table 7

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	I feel overwhelmed by my schoolwork	.017 ^a	1	.017	.020	.888
	I feel a lack of motivation in my schoolwork and often think of giving up	1.342 ^b	1	1.342	1.460	.228
	I often have feelings of inadequacy in my schoolwork	.151 ^c	1	.151	.196	.658
	I often sleep badly because of matters related to my schoolwork	.332 ^d	1	.332	.349	.555

	I feel that I am losing interest in my schoolwork	.050 ^e	1	.050	.053	.818
	I'm continually wondering whether my schoolwork has any meaning	.329 ^f	1	.329	.354	.552
	I brood over matters related to my schoolwork a lot during my free time	3.716 ^g	1	3.716	5.128	.024
	I used to have higher expectations of my schoolwork than I do now	.794 ^h	1	.794	.876	.350
	the pressure in my schoolwork causes me problems in my relationship with others	2.033 ⁱ	1	2.033	1.938	.165
Intercept	I feel overwhelmed by my schoolwork	1474.913	1	1474.913	1786.590	.000
	I feel a lack of motivation in my schoolwork and often think of giving up	1252.860	1	1252.860	1363.015	.000
	I often have feelings of inadequacy in my schoolwork	1405.496	1	1405.496	1821.210	.000
	I often sleep badly because of matters related to my schoolwork	1323.177	1	1323.177	1391.199	.000
	I feel that I am losing interest in my schoolwork	1125.567	1	1125.567	1190.647	.000
	I'm continually wondering whether my schoolwork has any meaning	1304.140	1	1304.140	1403.014	.000
	I brood over matters related to my schoolwork a lot during my free time	1668.837	1	1668.837	2302.808	.000
	I used to have higher expectations of my schoolwork that I do now	1799.294	1	1799.294	1985.494	.000
	the pressure in my schoolwork causes me problems in my relationship with others	1290.481	1	1290.481	1230.184	.000
Gender	I feel overwhelmed by my schoolwork	.017	1	.017	.020	.888
	I feel a lack of motivation in my schoolwork and often think of giving up	1.342	1	1.342	1.460	.228
	I often have feelings of inadequacy in my schoolwork	.151	1	.151	.196	.658
	I often sleep badly because of matters related to my schoolwork	.332	1	.332	.349	.555
	I feel that I am losing interest in my schoolwork	.050	1	.050	.053	.818
	I'm continually wondering whether my schoolwork has any meaning	.329	1	.329	.354	.552

	I brood over matters related to my schoolwork a lot during my free time	3.716	1	3.716	5.128	.024
	I used to have higher expectations of my schoolwork than I do now	.794	1	.794	.876	.350
	the pressure in my schoolwork causes me problems in my relationship with others	2.033	1	2.033	1.938	.165
Error	I feel overwhelmed by my schoolwork	189.876	230	.826		
	I feel a lack of motivation in my schoolwork and often think of giving up	211.412	230	.919		
	I often have feelings of inadequacy in my schoolwork	177.500	230	.772		
	I often sleep badly because of matters related to my schoolwork	218.754	230	.951		
	I feel that I am losing interest in my schoolwork	217.428	230	.945		
	I'm continually wondering whether my schoolwork has any meaning	213.791	230	.930		
	I brood over matters related to my schoolwork a lot during my free time	166.680	230	.725		
	I used to have higher expectations of my schoolwork than I do now	208.430	230	.906		
	the pressure in my schoolwork causes me problems in my relationship with others	241.273	230	1.049		

From the univariate test results shown in the table above, except for adolescents brooding over matters related to their academic work, all the other dimensions of academic burnout were not significant. This suggests that both males and females brood over matters related to their academic work, $f(1,230)=5.128, p < .05$. To find out which gender broods more on academic work than the other, the mean and standard deviation of both males and females were computed. The results are shown in the table below.

Item	Gender	Mean	Std. Deviation	N
I feel overwhelmed by my schoolwork	Male	2.5130	.96759	115
	Female	2.5299	.84662	117
	Total	2.5216	.90667	232
I feel a lack of motivation in my schoolwork and often think of giving up	Male	2.4000	.98942	115
	Female	2.2479	.92760	117
	Total	2.3233	.95969	232
I often have feelings of inadequacy in my schoolwork	Male	2.4870	.85188	115
	Female	2.4359	.90387	117
	Total	2.4612	.87696	232
	Male	2.4261	.99173	115

I often sleep badly because of matters related to my schoolwork	Female	2.3504	.95877	117
	Total	2.3879	.97387	232
I feel that i am losing interest in my schoolwork	Male	2.2174	.99809	115
	Female	2.1880	.94624	117
	Total	2.2026	.97029	232
I'm continually wondering whether my schoolwork has any meaning	Male	2.4087	.99027	115
	Female	2.3333	.93772	117
	Total	2.3707	.96277	232
I brood over matters related to my schoolwork a lot during my free time	Male	2.8087	.81537	115
	Female	2.5556	.88517	117
	Total	2.6810	.85886	232
I used to have higher expectations of my schoolwork than I do now	Male	2.8435	.93275	115
	Female	2.7265	.97046	117
	Total	2.7845	.95170	232
The pressure in my schoolwork causes me problems in my relationship with others	Male	2.4522	.99334	115
	Female	2.2650	1.05367	117
	Total	2.3578	1.02629	232

The descriptive statistics as shown above revealed that males (mean=2.8087, std=.81537) brood more over matters related to their academic work than female (mean=2.5556, std= .88517) adolescent students.

DISCUSSION OF RESULTS

The descriptive statistics presented in Table 2 revealed that adolescent students in the Sagnarigu and Agona West districts experienced academic burnout. The most prevalent area of burnout was a decline in students' expectations compared to their initial aspirations. This finding is understandable, as many adolescents enter Senior High School with high ambitions and goals. However, the new environment, unfamiliar subjects, and increased academic demands often lead to a reassessment of these expectations. This shift can create doubt about achieving their initial goals, contributing to academic burnout. This aligns with research by Salmela et al, who identified feelings of inadequacy as a key component of student burnout.²² They noted that stress and burnout often manifest when students feel unable to meet their objectives or cope with academic demands.

The second most significant area of academic burnout was rumination over schoolwork. This may be closely linked to the lowered expectations mentioned earlier. As students' initial high hopes diminish, they may become more prone to worry and anxiety about their academic performance. Additionally, pressure from parents and teachers to excel academically could exacerbate this tendency to brood over schoolwork, leading to stress and burnout.

Finally, feeling overwhelmed by schoolwork emerged as another significant area of academic burnout. This may be due to the cumulative effect of multiple academic pressures, including assignments, quizzes, and presentations occurring simultaneously. Moreover, challenging course content and the need to balance academic responsibilities with extracurricular activities could contribute to students feeling emotionally overwhelmed. These findings highlight the complex interplay of factors contributing to academic burnout among adolescent students, emphasizing the need for supportive strategies to help students manage academic burnout and maintain realistic expectations.

Also, academic factors had a significant impact on academic burnout among Senior High School students, leading to the rejection of the null hypothesis. Of the various academic factors examined, academic workload emerged as a significant predictor of academic burnout in adolescent students. This finding may be attributed to the numerous academic responsibilities students face, including assignments and presentations. This result aligns with the research conducted by Cushman

²² Katariina Salmela-Aro et al., "School Burnout Inventory (SBI) Reliability and Validity," *European Journal of Psychological Assessment* 25, no. 1 (2009): 48–57.

and West on student burnout. Their study found that excessive assignment loads contribute significantly to high burnout levels among adolescents in school.²³

Further support for this finding comes from a descriptive study by Sofyan, Ramli, Sugiyo, and Kurniawan, which investigated academic burnout among 102 students in the Philippines. The study revealed that heavy academic workloads often lead to adolescents experiencing feelings of irritation, discouragement, annoyance, and fatigue.²⁴ These findings collectively underscored the importance of considering academic workload as a key factor in understanding and addressing academic burnout among high school students.

The analysis of the data further revealed a significant positive correlation between self-efficacy and academic burnout among students. This suggests that as students' self-efficacy increases, their likelihood of experiencing academic burnout also rises. Students who perceive themselves as academically competent may be more inclined to tackle challenges independently, potentially leading to increased stress and burnout. This indicates that individuals with high self-efficacy tend to persevere in pursuing their goals, even when faced with obstacles.²⁵ This inadvertently contributes to heightened pressure and subsequent academic burnout.

Interestingly, this result contrasts with the conclusions drawn by Alshammari et al.²⁶ Their study found that students with lower self-efficacy were more prone to experiencing academic burnout compared to their counterparts with higher self-efficacy. This discrepancy highlights the complex nature of the relationship between self-efficacy and academic burnout, suggesting that other factors may play a role in moderating this relationship. The conflicting findings underscore the need for further research to better understand the nuanced interplay between self-efficacy, academic performance, and burnout in educational settings.

The multivariate test results showed no significant difference in academic burnout between genders. This indicates that male and female students experience similar levels of academic burnout. This finding aligns with research conducted in 2016 by Onuoha and Akintola on gender differences in student burnout, which also found no significant variation between genders. However, the univariate test revealed a significant gender difference in one specific aspect of academic burnout: brooding over schoolwork. Males were found to brood more on academic matters than females. This disparity may be attributed to societal expectations of males as future breadwinners, potentially leading them to feel more pressured to succeed academically. Additionally, the difference might stem from a masculine tendency to believe they must outperform females in all areas, including academics and extracurricular activities.

Discussion Summary

The findings from the study revealed that adolescent students in Senior High School experience academic burnout specifically in areas such as brooding over school work, decline in expectations, and being overwhelmed with academic work. Furthermore, academic factors, especially academic workload influence academic burnout of adolescent students in Senior High Schools. The study subsequently found that self-efficacy predicted academic burnout among students. Lastly, the outcome of the study showed that males brood over matters related to their school work more than females.

RECOMMENDATIONS

Teachers must be careful not to overburden students with a lot of academic work and extracurricular activities simultaneously. Student support services such as counseling must be offered to students to help manage academic burnout and maintain realistic expectations. Students with high self-efficacy must be guided by teachers, school counselors, and psychologists so that they will not feel pressured

²³ Stephanie Cushman and Richard West, "Precursors to College Student Burnout: Developing a Typology of Understanding," *Qualitative Research Reports in Communication* 7, no. 1 (2006): 23–31.

²⁴ Afriyadi Sofyan et al., "Development of Acceptance and Commitment Therapy Group Counseling Models and Mindfulness-Based Stress Reduction to Reduce Academic Burnout in High School Students," *COUNS-EDU: The International Journal of Counseling and Education* 7, no. 3 (2022).

²⁵ Peter A Heslin, U C Klehe, and S G Rogelberg, "Encyclopedia of Industrial/Organizational Psychology," *SG Rogelberg*, 2006, 705–8.

²⁶ Alshammari et al., "Relation between Academic Burnout and Self Efficacy among University Nursing Students."

when they take up challenging tasks. All students especially the males need to be educated to seek psychosocial help whenever necessary so that they can cope well with the pressures of academics.

CONCLUSION

This study has investigated the predictors of academic burnout among adolescent students, focusing on academic factors and self-efficacy. The deductions drawn from this study indicate that adolescents in Senior High Schools in Ghana experience severe academic burnout due to heavy academic workload as well as the high positive perception they have about themselves. This is a worrying situation because this negative psychological stress is not easily noticeable and its results can pose dire consequences for its victims. It is therefore imperative that various stakeholders pay attention to this issue of academic burnout before it jeopardizes the future of Ghanaian adolescents in Senior High Schools.

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