

THE ASSOCIATION OF ACADEMIC BURNOUT AND MENTAL HEALTH: A STUDY ON DEPRESSION AND ANXIETY AMONG UNIVERSITY STUDENTS

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Abstract

This research examines the correlation between academic burnout and mental health among final-year university students from various departments. Utilizing a quantitative correlational survey design, data were collected from 130 participants using validated instruments such as the Copenhagen Burnout Inventory-Student Version, Perceived Stress Scale, and Beck Depression and Anxiety Inventories. Data were analyzed with IBM-SPSS using descriptive and correlational statistics. Findings reveal nuanced relationships between burnout dimensions and mental health symptoms. Personal burn-out was inversely related to anxiety, suggesting adaptive coping at moderate anxiety levels. Teacher-related burnout positively correlated with depressive symptoms, implying strained student-teacher relationships in highly depressed individuals. Interestingly, study-related burnout showed no significant association with anxiety or depression, indicating other contributing factors like workload may play a more critical role. These findings highlight the need for targeted interventions addressing burnout while considering students' mental health vulnerabilities in academic settings.

INTRODUCTION

Academic burnout's destructive consequences on students' mental health and academic performance have made it a priority in educational psychology (Nagy et al., 2019; Allen et al., 2022). Academic burnout—chronic stress related to academic life is characterized by emotional exhaustion, depersonalization, and a decreased sense of personal success (Rahmati, 2015). Academic fatigue seriously impacts student engagement and well-being. Recognizing its causes and effects is vital (Koropets et al., 2019; Karimi, 2014). Schaufeli et al. (2002) say academic burnout is caused by excessive effort, high parental and professor expectations, and pressure to

achieve well. These expectations exhaust youngsters emotionally and stress them out. Feeling emotionally weary might lead to a loss of academic interest (Rahmati, 2015).

Disconnection from academics and classmates is called depersonalization and is a sign of academic burnout. Schaufeli et al. (2002) found that depersonalized pupils may develop academic cynicism and a sense of disconnection from their educational environment. Lin and Huang (2014) say emotional distance may harm social interactions and academic achievement. This may worsen mental health and disengagement. Arlin kasari et al. (2017) revealed a

strong link between mental health concerns, tiredness, and study disengagement. Thirdly, kids' low self-esteem reflects their educational failures (American Psychiatric Association, 2013). This perspective is sometimes caused by repeated academic failures or falling short of high expectations. When students constantly believe their efforts are not paying off, their self-efficacy and confidence drop, leading to burnout (Karimi et al., 2014).

Burnout is caused by individual, institutional, and environmental factors (Lin et al., 2014). One of the biggest reasons of burnout is academic stress. Academic stress may result from pressure to achieve, competitiveness, tight deadlines, and challenging tasks (Arlinkasari et al., 2017). Lin and Huang (2014) found that life stress—including personal and academic pressures—exacerbates academic burnout. Koropets et al. (2019) found that students who work part-time or have family obligations are more likely to burn out.

Academic burnout occurs when expectations, effort, and stress are too high (Maslach & Leiter, 2016). University students may feel overwhelmed and discouraged due to high academic demands, tight deadlines, and constant performance expectations. Students undergo burnout in response to these demands, leaving them emotionally and mentally exhausted, disconnected from their studies, and inadequate (Lin & Huang, 2014). Several factors induce college students' academic exhaustion. According to Schaufeli et al. (2002), students' high academic stress leads to limited time for personal hobbies and relaxation owing to the overwhelming quantity of assignments, readings, and examinations. The competitive climate of higher education and individual and communal expectations for accomplishment also create constant pressure to do well in school. Students with demanding degrees or limited social or financial support are more susceptible to this pressure, which may raise stress (Walburg, 2014).

The imbalance between personal and academic life is another factor. Schoolwork, extracurriculars, and self-care may be difficult to balance for many adolescents. Discords may make individuals feel alone and overwhelmed, worsening burnout (Stoeber et al., 2011). Students without coping and time management skills are more likely to burn out due to

stress and procrastination (Madigan & Curran, 2021). Academic burnout affects students' health and happiness outside of school. Stress, anxiety, and depression are associated with burnout (Walburg, 2014). School fatigue is linked to lower life satisfaction, interpersonal difficulties, and lower extracurricular activity. Burnout may cause tiredness, sleep disturbances, headaches, and immunological dysfunction (Stoeber et al., 2011).

Burnout may cause shoddy work, late submissions, and failing grades (Schaufeli et al., 2002). This may gradually make students feel limited in their academic goals, lowering their self-esteem. Untreated academic fatigue may lead to health issues and school dropout (Lin & Huang, 2014). Academic burnout prevention and treatment need individual and institutional action. Individual time management and self-care may assist students. Regular breaks, exercise, sleep, and social support may help preserve academic-personal balance (Madigan & Curran, 2021). These methods may reduce burnout.

Institutions may reduce fatigue by creating supportive classrooms. University mental health services include counselling and stress-management courses. Give students more flexibility in courses, deadlines, and grading to reduce burnout (Schaufeli et al., 2002). Students must manage both external demands and their internal stress responses to prevent academic burnout.

Millions of people worldwide suffer from depression, including college students. Depression is characterized by an inability to elevate spirits, loss of interest in formerly enjoyable activities, and overpowering hopelessness. Depression, which lasts longer than brief sadness or negative feelings, might impair daily functioning (American Psychiatric Association, 2013). Heavy course loads, social isolation, and financial anxieties may worsen or induce depression, making it a serious issue at universities (Eisenberg et al., 2007). Personal, intellectual, and environmental factors contribute to college student depression's complex etiology. University life is competitive, putting academic pressure on students. Students may be stressed by high expectations, a lot of work, and forthcoming exams (Beiter et al., 2015). Many students struggle with student debt and living expenditures, which may

increase stress and melancholy (Auerbach et al., 2016).

Student depression is also affected by social factors. Many individuals think of college as abandoning all they know and moving away from family. Isolation may lead to loneliness and alienation, especially for international students and those with social connection challenges (Dusselier et al., 2005). Students with weak support networks may feel more depressed because they feel alone. Having a family history of depression or other mental health issues may also make students more prone to depression. Due to academic stress, Eisenberg et al. (2007) found that students with mental health concerns may experience more acute depression. College students might experience moderate to severe depression physically and emotionally. Students may deal with persistent depression, poor self-esteem, remorse, and future pessimism (American Psychiatric Association, 2013). The emotional toll may cause a loss of motivation, excitement, or attention in school or extracurriculars. Irritability and withdrawal may cause children to avoid social settings and separate themselves from classmates and peers (Beiter et al., 2015). Depression may affect eating, weight, and sleep (Auerbach et al., 2016). Chronic tiredness may make it hard for kids to attend class or complete homework. More severe depression might lead to suicide thoughts or conduct, requiring immediate help (Dusselier et al., 2005).

Many of the scholars have shown high prevalence of academic burnout and particularly in educational settings that significantly affect wellbeing and performance of the students. Characterized by emotional exhaustion, depersonalization and reduced feeling of accomplishment, academic burnout is mainly caused by enduring academic stressors, workload expectation, competitiveness etc. (Rahmati 2015). The effects do not just stop at poor academic performance as Nagy et al., 2019 as well as Allen et al., 2022 noted, mentally burnt-out students are more prone to depression and anxiety. As much research has been conducted, there are still literature gaps concerning the effects of burnout with different types of students within different domains of research and at different levels of learning (Spitzer et al., 2006). To prevent the negative consequences of burnout and improve students' quality of life, they found it

necessary to resolve this problem, aimed at preventing burnout and creating appropriate interventions for improving students' well-being (Koropets et al., 2019; Arlinkasari et al., 2017). Thus, The purpose of the research is to Investigate the Relationship Between Academic Burnout, anxiety and Depression Among Final Year University Students.

Literature Review

2.1 Theoretical Background

Stress and Coping Theory helps explain how academic burnout affects mental health (Lazarus & Folkman, 1984). This notion states that stress occurs when academic expectations exceed coping abilities. Since emotional exhaustion, a sign of burnout, closely corresponds with depression, prolonged academic stress may raise depression risk (Lin et al., 2014). According to the Self-Determination Theory, intrinsic desire and autonomy affect mental health (Deci & Ryan, 1985). Academic burnout may result from pupils feeling constrained or meaningless in their studies. Loss of drive and engagement might result. To avoid burnout and mental health difficulties, students' academic goals should match their personal values. In the Transactional Model of Stress and Coping (Folkman & Lazarus, 1984), an individual's stress responses are determined by their dynamic relationship with their environment.

College students struggle with academic burnout, which prompts them to assess and manage their mental health. This model suggests that students' emotional and behavioral responses to burnout, such as academic ineffectiveness, may increase anxiety and depression. Social Cognitive Theory (Bandura, 1986) emphasizes observational learning, self-efficacy, and environmental behavior and psychology. Academic self-efficacy and social support, or encouragement from teachers and classmates, can greatly affect students' resistance to burnout and its mental health effects. This theoretical framework includes several perspectives to analyze the complex relationship between university students' mental health and academic exhaustion. Academic burnout is linked to sadness and anxiety. This research examines stress and coping mechanisms, motivational elements, cognitive evaluations, and social consequences to determine how it happens. These theoretical underpinnings are crucial to improving

higher education student well-being. This has motivated targeted support and initiatives.

2.2 Empirical Review

Rahmati (2015) attributes academic burnout to high expectations, harsh rivalry, and excessive effort. Academic burnout is often caused by overwork. Due to homework, quizzes, and classwork, students are typically stressed and exhausted. According to Schaufeli et al. (2002), students may feel emotionally exhausted and overwhelmed by their workload and due dates. Students may feel even more worn out due to their reduced academic time and energy and constant feeling of falling behind. High expectations might also cause academic fatigue. Personal goals, family expectations, and institutional commitments put students under great strain. Schaufeli et al. (2002) say pressure to perform well despite stress and concern is a major cause of burnout. Academic pressure and the constant pursuit of perfection may cause stress, hypervigilance, and burnout. Chronic academic stressors including severe homework, high expectations, and harsh competitiveness cause burnout. These factors create a stressful environment that may harm students' mental and emotional wellbeing. Identifying and treating burnout's causes helps students' mental health, academic performance, and burnout prevention.

Koropets et al. (2019) observed that burnout lowers academic motivation, which lowers grades. Disengagement may cause lower grades, academic happiness, and overall performance. Burnout causes mental and physical fatigue, which makes youngsters less inclined to participate in extracurriculars and concentrate on homework. This decreased involvement reinforces academic unhappiness and disengagement, which lowers performance and motivation. Arlinkasari et al. (2017) found that academic burnout increases the risk of anxiety and depression in students. Long-term stress from burnout may aggravate these health conditions, affecting students' happiness and quality of life. Burnout's emotional strain and poor self-efficacy.

Student depression may take many forms. The intensity of Major Depressive Disorder (MDD) symptoms typically affects patients' daily life and academic achievement. Dysthymia, or Persistent Depressive Disorder (PDD), is moderate depression

that lasts two years or longer. Depressed children may struggle to concentrate, make choices, and recall things, which may affect their education and wellbeing (Beiter et al., 2015). Academic stressors like high expectations and heavy workloads may intensify these symptoms and increase the risk of long-term depression.

Nagy et al. (2019) found that academic exhaustion increases student depression. The research found that students with high burnout had more frequent and severe depression symptoms, highlighting the deleterious impact of academic stress on mental health. According to Allen et al. (2022), students who experienced burnout were more likely to have serious depression. These findings suggest that burnout's emotional exhaustion and disengagement may worsen depressive symptoms.

Lin et al. (2014) define academic burnout as emotional exhaustion, pessimism, and a decreased sense of academic accomplishment. Burnout causes pupils to lose energy, disconnect from homework, and question themselves. A continuously low mood, a loss of interest in previously loved activities, and changes in eating and sleeping habits may be indicators of depression. Depression and burnout have no clear cause-and-effect relationship. Evidence suggests a complex link. Burnout's emotional exhaustion and cynicism might lower students' motivation and engagement (Arlinkasari et al., 2017). Academic failure may cause feelings of inadequacy and despair, which can lead to melancholy. Depression may make it harder for students to focus and stay motivated, which can lead to burnout.

Burnout-stricken students may benefit from psychotherapeutic treatments like CBT. CBT may help students manage academic stress (Norez, 2017). Regular mindfulness practice may help with school stress by calming and regulating emotions. Depression often requires many approaches. Psychotherapy and medication may be recommended depending on severity. According to Nagy et al. (2019), antidepressant-using adolescents have greater energy and mood management, making therapeutic and academic tasks easier.

Several anxiety disorders are common among students. Generalized Anxiety Disorder (GAD) causes chronic and widespread worry about many aspects of life, including academic performance,

which may impair functioning (Beiter et al., 2015). Academic environments may worsen social and performance-based anxiety disorders like social anxiety disorder (SAD), which causes severe social phobia. Schools may cause recurrent and abrupt panic attacks, which are indications of panic disorder. When these factors make it hard for students to concentrate, succeed in school, and make friends, their mental health may suffer.

Academic burnout may lead to maladaptive coping methods such as withdrawing from social events or avoiding challenging circumstances, which can worsen anxiety symptoms (Spitzer et al., 2006). Schoolwork stress and emotional exhaustion may make youngsters apprehensive and terrified, which is unhealthy for their mental health (Walburg, 2014). Academic pressure may harm students' emotional health. Academic burnout, which causes detachment, cynicism, and fatigue, may increase anxiety problems, which include bodily arousal, excessive worry, and restlessness (American Psychiatric Association, 2013). A vicious cycle may emerge in which one scenario feeds into the other, harming kids.

This emphasizes the necessity to teach resilience. Zhu et al. (2023) and Lee & Bae (2019) demonstrate academic self-efficacy mediation. When students believe in their academic talents, they can handle problems better and avoid burnout and despair. Academic fatigue and anxiety go along. We can help students manage academic challenges while maintaining their mental health if we understand this complex link and foster resilience via emotional intelligence and supportive environments. This may be achieved by teaching time management and stress coping skills (Kordzanganeh et al., 2021) and fostering good instructor-student relationships (Romano et al., 2020). If we reduce academic weariness and worry, all students can enjoy a more productive learning environment.

2.3 Conceptual Framework

The conceptual theoretical framework is derived from the above literature regarding findings on how Academic Burnout influence Anxiety and Depression towards Mental Health of university students.

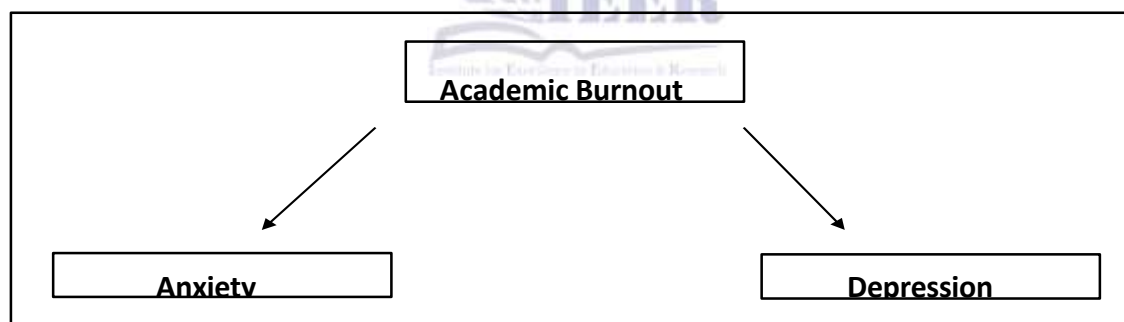


Figure 1 Proposed Theoretical Model of Research

Methodology

This present research is a quantitative correlational survey research design featuring three self-completion questionnaires. The target population of the research was final year students in university. The sample was recruited purposively through convenient sampling with 130 students within the age of 18-30 years from different universities. The participants were given informed consent form that clearly mentions about their willingness and agreement of being a participant for this research. The aim and purpose of the research

was also stated along with the assertion of their confidentiality for shared personal information and their right to withdraw at any time from the research. The self-constructed demographic form covering the basic information of the participants was provided by the participants. It may include participants' name, age, gender, email-id, educational level, CGPA and current program.

Participants were recruited through different contacts and different online platforms and were educated about the nature and purpose of the

research through Consent Form. Data was collected from the undergraduate students through the survey-based questionnaire. Data was analyzed through SPSS 26 by using the correlation research the academic burnout with anxiety and depression. It took about 20 to 25 minutes in total for the participants to complete all the scales and forms.

Data Analysis

The demographic information indicates a diverse sample of final-year students. The majority of participants were between 25 and 31 years old, with a slightly higher representation of females (53.1%) compared to males (46.9%). The participants were primarily enrolled in Management Sciences (41.5%)

and the sample included students from various educational backgrounds. Table 1 presents the descriptive statistics and univariate distribution for the re- search variables, which include the three burnout dimensions—personal burnout, stud- ies-related burnout, and teacher-related burnout—along with measures of depression (BDIQTOTAL) and anxiety (BAIQTOTAL). The data provided encompasses the sample size (N), mean, standard deviation (SD), skewness (SK), kurtosis (K), and the mini- mum and maximum values for each variable, which collectively describe the characteristics and distribution of these variables within the sample.

Table 1 The Descriptive Statistics and Univariate Distribution of Research Variables

Variables	N	M	SD	SK	K	Min	Max
CBIpersonalburnout	350	18.90	5.627	.224	-.798	8	35
CBIstudiesrelatedburnout	350	17.70	9.051	8.799	99.895	8	122
CBIteacherrelatedburnout	350	17.67	5.219	.113	-.124	5	29
BDIQTOTAL	350	17.47	5.242	-.091	-.565	4	31
BAIQTOTAL	350	14.67	6.025	.674	.052	3	32

Notes: N = Sample size, M = Mean, SD = Standard Deviation, α =Alpha Value, CBI= Copenhagen Burnout Inventory, BDI= Beck Depression Inventory, BAI=Beck Anxiety Inventory

For CBI Personal Burnout, the mean score was 18.90, with a standard deviation of 5.627, indicating a moderate level of burnout among participants in relation to their per- sonal feelings of exhaustion. The values ranged from 8 to 35, showing some variability in personal burnout experiences. The skewness of 0.224 and kurtosis of -0.798 suggest a distribution that is close to normal, with a slight concentration of scores around the mean. This indicates that while some participants experienced higher levels of personal burnout, the majority reported moderate levels, reflecting a somewhat consistent experience of burnout across the sample.

CBI Studies-Related Burnout had a mean score of 17.70 and a standard deviation of 9.051, with scores ranging from 8 to 122. The high skewness (8.799) and kurtosis (99.895) indicate a highly skewed and peaked distribution, suggesting that most participants reported lower levels of studies-related burnout, with a few reporting exceptionally high levels. This

variability implies that while academic pressures affect some stu- dents more severely, for most, the impact may not be as intense.

The mean score for CBI Teacher-Related Burnout was 17.67, with a standard deviation of 5.219, and scores ranged from 5 to 29. The skewness of 0.113 and kurtosis of -0.124 indicate a relatively normal distribution, implying that teacher-related burnout levels were generally consistent across the sample, with few extreme values. This suggests a more uniform experience of burnout related to interactions with teachers. For the psychological variables, the BDIQTOTAL (depression) had a mean score of 17.47 and a standard deviation of 5.242, with scores ranging from 4 to 31. The negative skewness (-0.091) and kurtosis (-0.565) indicate a slightly left-skewed distribution, with more participants reporting higher depressive symptoms. In contrast, BAIQTOTAL (anxiety) had a mean of 14.67 and a standard deviation of 6.025, with scores ranging from 3 to 32. The skewness (0.674) and kurtosis (0.052) show a

moderately right-skewed distribution, indicating that a larger proportion of participants reported lower levels of anxiety, while a few reported significantly higher anxiety symptoms.

The correlation analysis assesses the relationships between depressive symptoms (BDIQTOTAL), anxiety (BAIQTOTAL), and the different types of burnout measured by the Copenhagen Burnout

Table 2

Correlations Between BDIQTOTAL, BAIQTOTAL, and Personal Burnout

Variable	BDIQTOTAL	BAIQTOTAL	CBI Personal Burnout
BDIQTOTAL	-	-.052	-.038
BAIQTOTAL	-	-	-.188**
CBI Personal Burnout	-	-	-

Notes: **Correlation is significant at the 0.01 level (2-tailed)

Table 2 presents the correlations between depressive symptoms, anxiety, and personal burnout. The results indicate a weak and non-significant negative correlation between depressive symptoms (BDIQTOTAL) and personal burnout ($r = -0.038$). This suggests that depressive symptoms are not strongly associated with changes in personal burnout levels within this sample. It could imply that while depressive symptoms are present, they may not significantly impact students' experiences of burnout that arise from personal exhaustion.

However, a significant negative correlation is observed between anxiety (BAIQTOTAL) and personal burnout ($r = -0.188$, $p < 0.01$). This finding

Inventory (CBI), including personal burnout, studies-related burnout, and teacher-related burnout. The analysis aims to identify patterns in how psychological distress relates to burnout among the sample of university students. This table illustrates the correlations between depressive symptoms, anxiety, and personal burnout.

is somewhat unexpected, as higher anxiety is typically associated with increased burnout. The negative relationship suggests that higher anxiety levels are associated with lower levels of personal burnout in this sample. One possible explanation for this could be the presence of coping mechanisms that help students manage their anxiety in ways that do not translate into personal burnout, or it might indicate that students experiencing higher anxiety tend to disengage from situations that cause burnout. The following table shows the correlation analysis results for depressive symptoms, anxiety, and studies-related burnout.

Table 3

Correlations Between BDIQTOTAL, BAIQTOTAL, and Studies-Related Burnout

Variable	BDIQTOTAL	BAIQTOTAL	CBI Studies-Related Burnout
BDIQTOTAL	-	-.052	.068
BAIQTOTAL	-	-	-.002
CBI Studies-Related Burnout	-	-	-

The correlations between depressive symptoms, anxiety, and studies-related burnout are weak and non-significant, indicating that these variables may not be closely related in this sample. The correlation analysis for studies-related burnout, shown in Table 4, indicates that the relationships between depressive

symptoms, anxiety, and studies-related burnout are weak and non-significant. The correlation between depressive symptoms and studies-related burnout is minimal ($r = 0.068$), suggesting no meaningful association. Similarly, the correlation between anxiety

and studies-related burnout is nearly zero ($r = -0.002$), further indicating the absence of a relationship. These results imply that in this sample, the experience of studies-related burnout is not strongly linked to psychological distress factors like depression and anxiety. This may be due to various factors, such as the unique academic environment or individual differences in how students perceive and cope with

academic stress. It suggests that burnout related to studies may be influenced more by academic workload and institutional factors than by personal mental health. This table summarizes the correlations between depressive symptoms, anxiety, and teacher-related burnout.

Table 4

Correlations Between BDIQTOTAL, BAIQTOTAL, and Teacher-Related Burnout

Variable	BDIQTOTAL	BAIQTOTAL	CBI Teacher-Related Burnout
BDIQTOTAL	-	-.052	.260**
BAIQTOTAL	-	-	-.168**
CBI Teacher-Related Burnout	-	-	-

Notes: **Correlation is significant at the 0.01 level (2-tailed)

The results for teacher-related burnout are presented in Table 5.5, where a significant positive correlation is found between depressive symptoms and teacher-related burnout ($r = 0.260$, $p < 0.01$). This indicates that higher levels of depressive symptoms are associated with higher burnout related to teachers. The stronger correlation, compared to the other burnout dimensions, suggests that depressive symptoms may more prominently impact burnout experiences that arise from interactions with teachers, possibly due to perceived lack of support or negative feedback.

Additionally, a significant negative correlation is observed between anxiety and teacher-related burnout ($r = -0.168$, $p < 0.01$). This negative association suggests that students with higher anxiety levels may experience lower burnout related to teachers. One interpretation could be that students who experience higher anxiety may have different coping strategies or

perceptions of their interactions with teachers, possibly avoiding or withdrawing from situations that could contribute to burnout.

The correlation analysis reveals complex relationships between burnout and psychological distress. While studies-related burnout does not significantly correlate with anxiety or depression, the significant relationships observed for teacher-related burnout highlight the potential role of interpersonal factors in influencing students' mental health. The unexpected negative relationship between anxiety and personal burnout also warrants further exploration to understand underlying mechanisms, such as coping strategies or social support. These findings contribute to a nuanced understanding of how different types of burnouts relate to mental health in university students, suggesting targeted interventions for teacher-related burnout and personalized strategies to support students experiencing anxiety.

Table 5

Regression Analysis Showing Burnout and Depression among Participants

Variables	R	R ²	F	ΔR^2	p	B	B
Depression	.721a	.520	377.96	.518	0.011	.721	0.215

Notes: B=Unstandardized Coefficients, p-value (Sig.), R²= coefficient of determination, F= Statistics, ΔR^2 = Regression,

Above table shows indicates a strong positive correlation between academic burn-out and depression. With a correlation coefficient $R=.721$, there is a significant relationship between these two variables. The R^2 value of .520 suggests that academic burnout explains 52.0% of the variance in depression levels among students. The adjusted R^2 value of .518 supports the robustness of this model, as it accounts for sample size, and the standard error of the estimate (3.63412) indicates some remaining variability in depression that is not accounted for by academic burnout. Table 5 also shows F-value of 377.96 and a p-value less than .001. This indicates that academic burnout is a

highly significant predictor of depression. In the coefficients table, the constant value of $B=8.675$ represents the baseline depression level when academic burnout is zero. Additionally, the coefficient for academic burnout ($B=0.215$, $\beta=.721$) shows that for every 1-unit increase in academic burnout, depression increases by 0.215 units. The standardized coefficient of .721 indicates that academic burnout is a strong predictor of depression, with a large effect size. Based on these results, Hypothesis 2 is supported, confirming that academic burnout significantly correlates with depression among final-year university students.

Table 6

Regression Analysis Showing Burnout and Anxiety among Participants

Variables	R	R^2	F	ΔR^2	p	B	B
Anxiety	.684a	.468	311.36	.466	0.008	.684	0.215

Notes: B=Unstandardized Coefficients, p-value (Sig.), R^2 = coefficient of determination, F= Statistics, ΔR^2 = Regression

In the case of anxiety, the regression model also shows a strong positive correlation with academic burnout. The model summary reports an R-value of .684, suggesting a significant relationship between academic burnout and anxiety. The R^2 value of .468 means that academic burnout explains 46.8% of the variance in anxiety levels, while the adjusted R^2 of .466 reaffirms the model's validity after considering sample size. The standard error of the estimate (4.35937) reflects some unexplained variability in anxiety.

Above table reveals that the regression model is statistically significant with an F-value of 311.36 and a p-value less than .001, indicating that academic burnout is a significant predictor of anxiety. In the coefficients table, the constant ($B=10.573$) represents the baseline anxiety level when academic burnout is zero. The coefficient for academic burnout ($B=0.148$, $\beta=.684$) indicates that for every 1-unit increase in academic burnout, anxiety increases by 0.148 units. The standardized coefficient of .684

shows that academic burn-out has a strong influence on anxiety, with a moderate to large effect. These findings provide strong support for Hypothesis 1, indicating that academic burnout significantly correlates with anxiety among final-year university students.

Both hypotheses are confirmed by the results of this analysis. Academic burnout emerges as a significant predictor of both depression and anxiety, with a stronger predictive power for depression ($R^2=.520$) than for anxiety ($R^2=.468$). This suggests that academic burnout has a more pronounced impact on depression among students, but it also contributes significantly to anxiety. These findings underscore the importance of addressing academic burnout as a means of improving mental health outcomes for final-year university students.

Conclusion

This research aimed to determine how student mental health symptoms (anxiety and depression) linked to personal, research-related, and teacher-related

burnout. The findings illuminate the complex link between psychological distress and burnout and how they affect students' academic and personal life. Anxiety is strongly inversely related to personal burnout, meaning more anxiety leads to lower burnout. This startling finding shows that some students may attempt to reduce burnout by hypervigilance or avoiding stressful circumstances. The existing evidence is inconsistent; some studies demonstrate a favorable association between anxiety and burnout. The intricacy of anxiety and the likelihood that various kinds of condition or environmental variables affect burnout differently are evident. Further complicating things, this research's absence of a relationship between depression and burnout implies that coping strategies and resilience, not general psychological distress, may determine burnout.

Given the lack of links between academic research burnout and depressive symptoms or anxiety, situational factors seem to be the main causes. Academic pressure, expectations, and support networks may be more relevant elements in research-related burnout. Previous research has demonstrated that burnout in the area of studies is situational, driven by external demands rather than internal psychological distress. This supports it. According to the data, academic institutions should focus workload management and academic support services to decrease research-related burnout. Treating these contextual variables may reduce student burnout more than treating mental health concerns.

The research also found a substantial positive correlation between burnout and depression symptoms, making teachers who are burnt out more likely to have difficulties with students. Depression may aggravate burnout by affecting student perceptions of support, instructional methods, and feedback. This may explain their bond. Anxiety and burnout among instructors were strongly inversely related. This shows that anxious students may be more involved in their teacher relationships because they are concerned about grades or unfavorable feedback. These findings show that anxiety, which is frequently seen as a negative quality, may encourage measures that minimize burnout, such as spending more time with instructors. The results emphasize the need for instructors to recognize emotional

discomfort in their students and adapt their teaching approaches to suit their mental health needs. This research may assist create programs that reduce student stress. Research-related burnout is situational; therefore, schools can manage workloads, make curriculum more flexible, and make academic resources more available. Even with mental health disorders like depression and anxiety, balancing academic objectives and assistance in the classroom may reduce fatigue.

Both people and educators must acknowledge the complex role of psychological symptoms in burnout. Mental health services at schools should include counselling and stress management skills to help students deal with tough circumstances. Depressive symptoms may affect kids' learning; thus, schools should offer professional development for teachers to support students with mental health difficulties and reduce teacher fatigue. Interventions should concentrate on teacher-student engagement to establish a welcome and safe classroom. This research provides significant insights into the relationship between burnout dimensions and mental health symptoms among students; however, several limitations must be acknowledged. Firstly, the cross-sectional design used limits the ability to establish causal relationships. While the research identifies correlations between burnout (personal, studies-related, and teacher-related) and symptoms like depression and anxiety, it remains unclear whether burnout contributes to the onset of these psychological issues or vice versa. Future research adopting a longitudinal design could offer a better understanding of these causal pathways by tracking changes in burnout and mental health over time.

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