ACADEMIC BURNOUT, EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF THE BACHELOR OF ELEMENTARY EDUCATION STUDENTS

ABSTRACT

Aims: Thisstudy aimed to determine the relationship of the academic burnout to the emotional intelligence, and academic performance of the Apayao State College – Bachelor of Elementary Education(ASC-BEEd)students. Specifically, it identified the profile, the level of academic burnout, the level of emotional intelligence, and the academic performance of the ASC-BEEd students. It also identified the relationship between profile and academic burnout, profile and emotional intelligence, profile and academic performance, academic burnout and emotional intelligence, academic burnout and academic performance, and emotional intelligence and academic performance.

Study design: Descriptive correlational design was employed during the study. The data were analyzed with the use of frequency count, percentage distribution, weighted mean, and Pearson Product-Moment Correlation Coefficient.

Place and Duration of Study: The study was conducted at Apayao State College, Bachelor of Elementary Education Department, School Year 2022 – 2023.

Methodology: The instruments used were profiling (demographic data), the Copenhagen Burnout Inventory – Student Version (CBI), Wong and Law Emotional Intelligence Scale (WLEIS), and the respondents Grade Point Average (GPA). Frequency count and percentage distribution was used to show the profile of the respondents. Weighted Mean was used to present the level of academic burnout in terms of personal burnout, studies related burnout, colleague related burnout and teacher-related burnout. Also, it will be used to determine the level of emotional intelligence in terms of Self-Emotion Appraisal (SEA), others' Emotion Appraisal (OEA), use of Emotion (UOE), and Regulation of Emotion (ROE), and level of academic performance of the respondents. Pearson Product-Moment Correlation Coefficient was used to test the significant relationship between the profile and academic burnout; profile and emotional intelligence; profile and academic performance; academic burnout and emotional intelligence; academic burnout and academic performance; and emotional intelligence and academic performance of the respondents. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data.

Results: The findings revealed that in terms of the respondents' profile, most of them are between 21-25 years old and there are more female respondents than male respondents. More than half of the respondents are third-year and regular students while only 12% are married. 65% are Ilocano and have only one device-used wherein most of them are residents of rural areas with low speed of internet connectivity. Furthermore, most have 5 to 7 members in the family and their parents are high school and elementary graduates. Also, most of them belongs to families in the low-income group. As to the level of academic burnout of the respondents' personal burnout, studies-related burnout, colleague-related burnout, and teacher-related burnout are moderate while for their emotional intelligence as to Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE) is slightly high. Most of the respondents are on the average level as to their academic performance. Furthermore, Pearson Product-Moment Correlation Coefficient revealed that there is a significant relationship between the level of

academic burnout and the sex of the respondents, which implies that female respondents have higher academic burnout than male who usually have stronger personality. Also, there is a significant relationship between the academic performance of the respondents and their ethnicity which implies that their academic performance is comparable with the different ethnic groups within Apayao.

Conclusion: The level of academic burnout of the Apayao State College – Bachelor of Elementary Education students is on moderate level for personal and studies-related burnout, while low level for colleague and teacher-related burnout. Their level of emotional intelligence is slightly high for Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), and Regulation of Emotion (ROE) while it is high level for the Use of Emotion (UOE). The Academic performance of the respondents is on average level. The sex of the respondents and their academic burnout are significantly associated while the ethnicity and the academic performance of the respondents have a significant relationship. Emotional intelligence could affect the academic burnout of the respondents.

Keywords: Academic Burnout, Emotional Intelligence, Academic Performance, Bachelor of Elementary Education

1. INTRODUCTION

"Burnout is a condition which can affect people in a variety of settings. It is associated with reduced productivity and satisfaction; increased rates of mood disorders such as depression and anxiety, and a plethora of physical problems" [1]. "It is a widely recognized syndrome of emotional exhaustion, depersonalization or cynicism, and reduced personal accomplishment that occurs in a broad spectrum of occupations, and in students as well" [2].

"Academic burnout is a significant problem associated with poor academic performance and negatively affects students" [3]. "It refers to students' feeling of debilitation, pessimism, and low self-efficacy. It also refers to exhaustion and disengagement symptoms experienced by students due to long-term exposure to specific school demands [4]. It has primarily been studied as an occupational hazard, but there is increasing evidence that it is a condition that can be experienced in other settings, such as school" [1].

Individuals can experience burnout in any setting and students are susceptible to academic burnout when they are subjected to a lot of pressures without proper support measures [5]. "Stress has been shown to negatively affect learning" [3].

"Meanwhile, adolescence is characterized by experiencing very intense emotions" [6]. "It has been confirmed as a very influential construct in educational environments" [7]. "Emotional intelligence has a direct relationship with burnout, where emotional intelligence is high, there is less chances to become prone to burnout" [8].

"Emotional intelligence allows the individual to communicate, lead and negotiate with others. It is very critical to student learning" [9]. Emotional intelligence actually enables a person to gain more in an educational setting since the individual is able to integrate well both socially and academically.

"Emotional intelligence as the ability of individuals to know, explain, understand, and manage their own and other people's emotions has become a desirable skill to achieve as well as an effective measure of physical and psychosocial health" [10]. "Emotional intelligence may be viewed as the constellation of personality dispositions that affect how people process emotional information" [11]. Understanding the emotional intelligence construct requires the recognition of five areas divided into social and personal competences: self-awareness, self-regulation, self-motivation, social awareness, and social

skills.When a person has internalized and mastered these skills, they are considered emotionally intelligent.

Academic burnout is a worldwide problem that troubles students at all academic levels [12]. In the course of the COVID-19 pandemic in the Philippines and the shift of learning from face-to-face to online, and now from online to limited face-to-face, people have experienced mental health issues in terms of burnout, especially among college students [13].

The students of the Bachelor of Elementary Education (BEEd) in Apayao State College (ASC) identified academic problems during the pandemic [14]. With this, this study is designed to determine the level of academic burnout, level of emotional intelligence, and academic performance of the BEEd students. The results of the study will benefit the students of the BEEd department because the teachers will be aware of the situations of the students' academic burnout, emotional intelligence, and academic performance. The teachers will also be benefited in their instruction and classroom management. The Students' Services Unit will also be benefited with this study in redesigning the student's handbook and programs/activities for the students.

1.1 Statement of the Problem

The main objective of the study is to determine the relationship of the academic burnout to the emotional intelligence and academic performance of the ASC – BEEd students.

Specifically, this study answers the following questions:

1. Profile of the ASC-BEEd students in terms of:
    a. Age,
    b. Sex,
    c. Year Level,
    d. Student Classification,
    e. Marital Status,
    f. Ethnicity,
    g. Place of Residence,
    h. Number of Owned Device/ Gadgets,
    i. Speed of Internet Connectivity,
    j. Number of Family Members,
    k. Father's Highest Educational Attainment,
    l. Mother's Highest Educational Attainment, and
    m. Monthly Family Income
2. What is the level of academic burnout of the ASC-BEEd students in terms of:
    a. Personal Burnout,
    b. Studies Related Burnout,
    c. Colleague Related Burnout, and
    d. Teacher Related Burnout?
3. What is the level of emotional intelligence of the ASC-BEEd students in terms of:
    a. Self-Emotion Appraisal (SEA),
    b. Others' Emotion Appraisal (OEA),
    c. Use of Emotion (UOE), and
    d. Regulation of Emotion (ROE)?
4. What is the academic performance of the ASC-BEEd students?
5. Is there a significant relationship between the following variables?
    a. Profile and Academic Burnout
    b. Profile and Emotional Intelligence

c. Profile and Academic Performance
d. Academic Burnout and Emotional Intelligence
e. Academic Burnout and Academic Performance
f. Emotional Intelligence and Academic Performance

1.2 Hypotheses

This study utilized the null hypotheses.

1. There is no significant relationship between the profile and the academic burnout; profile and emotional intelligence; and profile and academic performance of ASC-BEEd students.
2. There is no significant relationship between the academic burnout and the emotional intelligence; academic burnout and academic performance of ASC-BEEd students.
3. There is no significant relationship between the emotional intelligence and the academic performance of ASC-BEEd students.

1.3 Theoretical and Conceptual Framework

Early on, the notion of burnout was discussed in relation to the workplace, and educational psychologists have also explored it by adapting it to educational environments. According to the researchers, schools also have some demands from students such as to succeed or be the best and these demands make students feel under pressure [15]. Academic burnout is comparable to ordinary burnout, which is defined as a reduction in energy (physically, emotionally, and in the feelings of accomplishment of the task being done, as well as a decline in the sense of personal achievement). It has been noted in recent years that this idea, when discussed in the context of education, causes depression, absenteeism, lack of commitment to school, and dropout [16].

The study of the idea of burnout, which initially focused on working life, has since expanded to include studies with university students.

“Demands-Resource Model explains that burnout develops in a two-stage process. In the first stage, job demands create an excessive burden on people and this leads to emotional exhaustion. Inadequate resources in the second stage or resource inefficacy make people confront with job demands and this leads to a complex situation. Then people show withdrawal behaviors. The long-term consequence of withdrawal behavior results in disengagement. Therefore, this model especially argues that the interaction between job demands, and internal resources have an effect on the burnout” [17]. “According to this model, students are faced with too much demand in the academic environment about the lessons and studies that will affect burnout and engagement to the school in the future” [18].

Self-efficacy is one of the most central concepts in social cognitive theory [19]. “Self-efficacy expectation in social cognitive theory is the most basic determinant about what behavior will be the initiator for an action to take place, how much effort will be made and how long it will take if failure or obstruction is encountered” [20]. Self-efficacy includes the beliefs whether a person can or cannot complete the task in a particular task [21].

It is highlighted that self-efficacy affects one's goals, emotional responses, effort, coping mechanisms, and persistence in a task in the broadest sense. The rate of burnout decreases as self-efficacy increases in an individual. Internal variables such as self-efficacy level are associated with burnout in almost all occupations [22].

According to the social cognitive theory, students' judgments of their performance on a given task are influenced by their sense of self-efficacy as well as burnout. Based on this theory, social support and the workload of lessons are two important factors affecting burnout [21]. Self-efficacy is therefore said to have a positive impact on students' capacity to handle stress.

When the term initially emerged, burnout was viewed as a form of stress or as a result of stress. From an existential point of view, the real reason for burnout is that people do not find their lives and jobs meaningful and functional [23]. Burnout similarly has a direct impact on people's beliefs and aspirations. The search for meaning in human life is the primary instinct in life [24].

Burnout is more frequently noted as a result of lack of purpose in life. Additionally, people feel burned out when they believe their work is pointless, meaningless, and that they are not contributing to the betterment of society. Based on this, the idea of school and student burnout may be viewed as a problem related to finding purpose in life and determining whether the students value the activities they participate in at school.

One of the psychological terms that multidisciplinary scientists have used most frequently in the past three decades is emotional intelligence. "Salovey and Mayer defined emotional intelligence as a subset of social intelligence that involves the ability to monitor one's own emotions and others' emotions, to discriminate among them, and to use this information to guide one's own thinking and actions" [25]. They went on to define EI again in 1997 as the ability to perceive accurately appraise and express emotions; the ability to access and generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.

"Students emotional intelligence shows a small to moderate relationship with student academic performance. Students with higher emotional intelligence are better at: 1) regulating emotions like test anxiety and frustration at school; 2) building relationships with teachers and other students; and 3) understanding human motivations, interactions and social relationships, as required for humanities subjects like history and English literature" [26].

The research paradigm illustrates the preceding views. It is graphically shown in Figure 1.

Figure 1. Research Paradigm

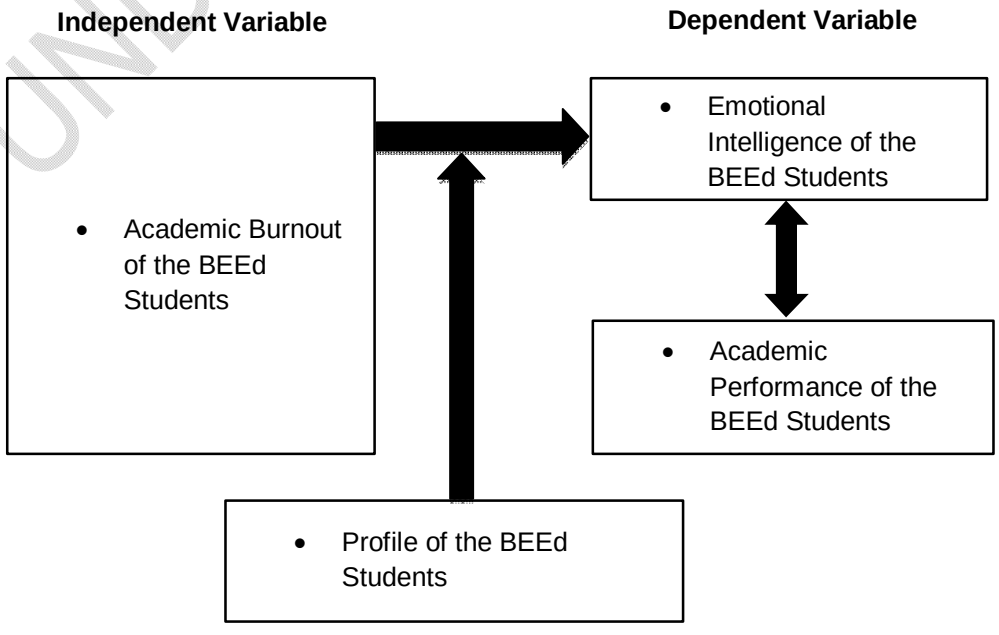

Figure 1 shows the relationship of the profile, academic burnout, emotional intelligence to the academic performance of the respondents. The independent variable contains the academic burnout of the BEEd students, the dependent variable contains the emotional intelligence and academic performance of the BEEd students, and profile of the BEEd students as the moderator variable.

2. METHODOLOGY

2.1 Research Design

The thesis employed a descriptive correlational design. It is descriptive because the researcher presented the profile of the respondents by frequency count, and percentage distribution. Mean was used to show the level of academic burnout, level of emotional intelligence, and level of academic performance of the respondents. Moreover, it is correlational because the researcher tested the significant relationship of the level of academic burnout and emotional intelligence of the respondents, and the significant relationship of the level of academic burnout and academic performance of the respondents.

2.2 Locale of the Study

The study was conducted at Apayao State College (ASC), College of Teacher Education (CTE) – Bachelor of Elementary Education (BEEd) Department, San Isidro Sur, Luna, Apayao for the academic year 2022-2023.

2.3 Respondents of the Study

The respondents of the study were the 54 students of BEEd Department for the school year 2022-2023. The 54 students composed of the freshmen, the sophomores, and the juniors. The fourth-year students were not included as respondents in this study because they were on their pre-service training. Total enumeration sampling was used since the population of the BEEd is relatively small. The number of respondents per year level is summarized in the table below:

List 1: The number of respondents per year level

YEAR LEVEL	MALE	FEMALE	TOTAL
First Year	1	12	13
Second Year	1	10	11
Third Year	5	25	30
	7	37	54

**Respondents*

2.4 Research Instruments

To gather data for this study, the researcher used three (3) parts for the survey questions:

Demographic Profile – The first part seeks for basic information: age, sex, year level, student classification, marital status, ethnicity, place of residence, device ownership, speed of internet connectivity, number of family members, father's highest educational attainment, mother's highest educational attainment and family income.

The Copenhagen Burnout Inventory – Student Version (CBI-S). The second part of the survey is the Copenhagen Burnout Inventory (CBI). This is a replacement of the older Maslach Burnout Inventory (MBI). The CBI has three categories: personal burnout, work-related burnout, and client related burnout. It was designed to measure burnout in the work environment. A study that was conducted in Portugal and Brazil involved the creation of a

student version of the CBI which is relevant to this study. Campos and her colleagues found that the modified measure had high reliability, internal consistency, and convergent, discriminant, and concurrent validity in their initial study. Campos and her colleagues developed a student version of the CBI that includes four sub-dimensions of burnout: personal burnout, studies-related burnout, colleagues -related burnout, and teacher-related burnout [27].

Wong and Law Emotional Intelligence Scale (WLEIS) – The third part of the survey is the Emotional Intelligence Scale [28]. It is used to measure emotional intelligence. This scale measures four dimensions of emotional intelligence, including self-emotion appraisal (SEA), others' emotion appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE). There are 16 items in the scale and seven points are used (1 = strongly disagree and 7 = strongly agree).

For the academic performance of the BEEd students, the researcher will request from the office of the college registrar the students grade point average, following the protocols of data privacy.

2.5 Data Gathering Procedure

There was a letter of request to the College President through the Vice President for Academics, Research and Development, and Extension Services. Upon approval, there was a letter of request to the Associate Dean of the Graduate School Program and to the Campus Academic Dean of Luna Campus and to the Program Chair of the BEEd Department.

Before the gathering of data was made, the researcher informed the respondents of the purpose of the study and their role in the research. The data was gathered following all applicable ethical guidelines, particularly in terms of the respondents' anonymity and confidentiality.

After the approval of the letters of request from the various offices of the college, questionnaires were distributed to the respondents of this study.

The Grade Point Average of the respondents was requested from the Registrar's Office.

2.6 Statistical Treatment of Data

The following statistical tools were used to analyze the data.

Frequency count and percentage distribution was used to show the profile of the respondents. **Weighted Mean** was used to present the level of academic burnout in terms of personal burnout, studies related burnout, colleague related burnout and teacher-related burnout. Also, it will be used to determine the level of emotional intelligence in terms of Self-Emotion Appraisal (SEA), others' Emotion Appraisal (OEA), use of Emotion (UOE), and Regulation of Emotion (ROE), and level of academic performance of the respondents.

Pearson Product-Moment Correlation Coefficient was used to test the significant relationship between the profile and academic burnout; profile and emotional intelligence; profile and academic performance; academic burnout and emotional intelligence; academic burnout and academic performance; and emotional intelligence and academic performance of the respondents.

The scales below were used to describe the level of academic burnout of the students and the level of emotional intelligence of the respondents [29].

The scale used to describe the level of academic burnout of the respondents has a range that starts with 0.00 – 1.50 with a descriptive value of very low, 1.51 – 2.50 with a descriptive value of low, 2.51 – 3.50 with a descriptive value of moderate, 3.51 – 4.50 with a descriptive value of high, and 4.51 – 5.0 with a descriptive value of very high.

The scale used to describe the level of emotional intelligence of the respondents has a range that starts with 0.00 – 1.50 with a descriptive value of very low, 1.51 – 2.50 with a descriptive value of low, 2.51 – 3.50 with a descriptive value of slightly low, 3.51 – 4.50 with a descriptive value of moderate, 4.51 – 5.50 with a descriptive value of slightly high, 5.51 – 6.50 with a descriptive value of high, and 6.51 – 7.00 with a descriptive value of very high.

List 2: Scale for the Level of Academic Burnout

RANGE	DESCRIPTIVE VALUE
0.00 – 1.50	Very low
1.51 – 2.50	Low
2.51 – 3.50	Moderate
3.51 – 4.50	High
4.51 – 5.00	Very High

List 3: Scale for the Level of Emotional Intelligence

RANGE	DESCRIPTIVE VALUE
0.00 – 1.50	Very Low
1.51 – 2.50	Low
2.51 – 3.50	Slightly Low
3.51 – 4.50	Moderate
4.51 – 5.50	Slightly High
5.51 – 6.50	High
6.51 – 7.00	Very High

3. RESULTS AND DISCUSSION

After the gathering of the data, only forty-nine (49) students were able to supply all the needed data for this study. Five (5) out of the fifty-four (54) respondents were not enrolled during the first semester of school year 2022 – 2023 which disqualifies them to be part of this study. The disqualified respondents came from the third-year students and for the reliability of the results of the study, the researcher removed them in the list of respondents.

The following tables show the respondents' profile, level of academic burnout in terms of personal, studies-related, colleague-related, and teacher-related burnout, level of emotional intelligence in terms of Self-Emotion Appraisal (SEA), Other's Emotion Appraisal (OEA), Use of Emotion (UOE), and Regulation of Emotion (ROE), the academic performance, and the relationship of their profile to academic burnout, profile to emotional intelligence, profile to academic performance, Academic burnout to emotional intelligence, academic burnout to academic performance and emotional intelligence to academic performance.

Table 1. Distribution of respondents according to profile

PROFILE	RANGE	FREQUENCY	PERCENTAGE
Age	16-20	16	32.7
	21-25	28	57.1
	26-30	5	10.2
Sex	Male	5	10.2
	Female	44	89.8
Year Level	I	13	26.5
	II	11	22.4
	III	25	51.0
Students Classification	Regular	40	81.6
	Irregular	9	18.4
Marital Status	Single	43	87.8
	Married	6	12.2
Ethnicity	Ilocano	32	65.5
	Isnag	12	24.5
	Igorot	2	4.1
	Agta	1	2.0
	Others	2	4.1
Place of Residence	Urban	19	38.8
	Rural	30	61.2
Device Ownership	No Device	5	10.2
	Only One Device	32	65.3
	Two or More Devices	12	24.5
Speed of Internet Connectivity	0 kbps	12	24.5
	1-12 kbps	15	30.6
	13-24 kbps	17	34.7
	25 kbps and above	5	10.2

Number of Family Members	2-4	17	34.7
	5-7	26	53.1
	8-10	4	8.2
	11-12	2	4.1
Father's Highest Educational Attainment	Elementary	20	40.8
	High School	22	44.9
	Vocational	3	6.1
	College	4	8.2
Mother's Highest Educational Attainment	Elementary	14	28.6
	High School	23	46.9
	Vocational	3	6.1
	College	9	18.4
Monthly Family Income	0-PhP 9,999	34	69.5
	PhP10, 000- PhP19,999	13	26.5
	PhP30,000- PhP 39,9999	1	2.0
	PhP50,000 and Above	1	2.0

The frequency and percentage distribution of the respondents according to age. Most of the respondents are between the ages of 21-25 with a frequency and percentage of 28 or 57.1% while there are 16 and 32.7% of the respondents who are in between 16-20 years old. It also shows that there are only 5 or 10.2% of the respondents who are between the ages of 26-30.

In terms of sex, it is shown in the table that 44 or 89.8% are females and 5 or 10.2% of the respondents are males. It further indicates that there is a greater number of female respondents than male respondents. In this case, it reveals that the teaching profession is a female-dominated course.

According to the year level of the respondents where most of the respondents are third year with 25 or 51.0%, 13 or 26.5% are first year while there are 11 or 22.4% of the respondents in their second year.

The frequency and percentage distribution of the respondents according to student classification, it shows that 40 or 81.6% of the respondents are regular students while 9 or 18.4% are irregular. The result indicates that 8 out of 10 students in the Bachelor of Elementary Education department prioritized the completion of all the necessary requirements in their courses.

In terms of marital status, 43 or 87.8% of the respondents are single and there are six equivalent to 12.2% of the respondents are married. This implies that most of the students are trying to finish their studies before getting into marriage.

According to the ethnicity of the respondents, 32 or 65.5% are Ilocanos, 12, or 24.5% are Isnags, 2 or 4.1% are Igorots, 2 or 4.1% have other ethnicities, and 1 or 2.0% is Agta. The result implies that the Bachelor of Elementary Education Department is dominated by the Ilocanos.

The frequency and percentage distribution of the respondents according to their place of residence, the table shows that 30 or 61.2% of the respondents lives in the rural area while 19 or 38.8% lives in an urban place. This indicates that Apayao State College-Luna Campus is accessible to students from different parts of Apayao and nearby provinces.

In terms of the number of devices they own, 32 or 65.3% own only one device, 12 or 24.5% own two or more devices and 5 or 10.2% of the respondents do not own any devices. The number of devices is significant since Apayao State College is using a blended learning style in giving education to its clientele.

According to the speed of internet connectivity that is available in their area, 17 or 34.7% have 13-24 kbps, 15 or 30.6% have 1-12 kbps, 12 or 24.5% of the respondents have no internet connection at all, and 5 or 10.2% have 25 kbps and above. The result implies that most of the respondents have limited internet connectivity.

The frequency and percentage distribution of the respondents according to their number of family members, 26 or 53.1% have 5-7 members in their family, 17 or 34.7% of the respondents have 2-4 members of their family, there are 4 or 8.2% who have 8-10 members in their family and there are 2 or 4.1% of the respondents who have 11-12 members in their family.

According to their fathers' highest educational attainment, the table reveals that there are 22 or 44.9% have finished high school, 20 or 40.8% have fathers who finished elementary level, 4 or 8.2% are college graduates and 3 or 6.1% had a vocational course. It states that most of the respondents' fathers finished high school level wherein 80% of their fathers did not attend college.

On the other hand, according to the mothers' highest educational attainment, the table shows that 23 or 46.9% finished high school level, 14 or 28.6% of the respondents' mothers finished elementary grade, 9 or 18.4% finished college level, and 3 or 6.1% of the respondents' mothers had vocational courses. It further indicates that almost half of the respondents' mothers finished high school level.

The frequency and percentage distribution of the respondents according to their monthly family income wherein 34 or 69.5% have a monthly family income of Php 0 – Php 9,999, 13 or 26.5% have Php 10,000-Php19,999, 1 or 2.0% have Php 30,000-Php 39,000 and 1 or 2.0% have Php 50,000 and above monthly family income. This reveals that most of the students in the Bachelor of Elementary Education department have a family income of less than Php 10,000. This shows that Apayao State College caters to most of the students who have low income now enjoying free tuition fees.

Table 2. Level of academic burnout of the ASC-BEED students

	BURNOUT INDICATOR	MEAN	DESCRIPTION
A	**Personal Burnout**		
1	How often do you feel tired?	3.18	Moderate
2	How often are you physically exhausted?	3.04	Moderate
3	How often are you emotionally exhausted?	3.06	Moderate
4	How often do you think "I can't take it anymore"?	2.80	Moderate
5	How often do you feel worn out?	2.84	Moderate
6	How often do you feel weak and susceptible to illness?	2.96	Moderate

	Overall Mean	**2.98**	**Moderate**
B	**Studies Related Burnout**	**MEAN**	**DESCRIPTION**
1	Do you feel worn out at the end of the day?	3.00	Moderate
2	Are you exhausted in the morning at the thought of another day of class?	2.59	Moderate
3	Do you feel that every waking hour is tiring of you?	2.82	Moderate
4	Do you have enough energy for family and friends during your leisure time?	3.51	High
5	Are your studies emotionally exhausting?	2.80	Moderate
6	Do your studies frustrate you?	2.63	Moderate
7	Do you feel burnt out because of your studies?	2.59	Moderate
	Overall Mean	**2.85**	**Moderate**
C	**Colleague Related Burnout**	**MEAN**	**DESCRIPTION**
1	Do you find it hard to work with your classmates?	2.35	Low
2	Does it drain your energy to work with your classmates?	2.14	Low
3	Do you find it frustrating to work with your classmates?	2.12	Low
4	Do you feel that you give more than you get back when you work with your classmates?	2.59	Moderate
5	Are you tired of working with your classmates?	2.00	Low
6	Do you sometimes wonder how long you will be able to continue working with your classmates?	2.43	Low
	Overall Mean	**2.27**	**Low**
D	**Teacher Related Burnout**	**MEAN**	**DESCRIPTION**
1	Do you find it hard to work with your instructors?	2.18	Low
2	Does it drain your energy to work with your instructors?	1.98	Low
3	Do you find it frustrating to work with your instructors?	1.98	Low
4	Do you feel that you give more than you get back when you work with your instructors?	2.06	Low
5	Are you tired of working with your instructors?	1.86	Low
6	Do you sometimes wonder how long you will be able to continue working with your instructors?	2.20	Low
	Overall Mean	**2.04**	**Low**

Table 2 presents the level of academic burnout of the respondents. In terms of personal burnout wherein "how often do you feel tired" has a mean of 3.18 (moderate) while "how often are you physically exhausted" has a mean of 3.04 (moderate). Moreover, "how often are you emotionally exhausted" has a mean of 3.06 (moderate) while "how often do you think "I can't take it anymore" has a mean of 2.80 (moderate). Furthermore, the question "how often do you feel worn out?" has a mean of 2.84 (moderate) while "how often do you feel weak and susceptible to illness" has a mean of 2.96 (moderate). The table also indicates that the total mean for the level of academic burnout of the respondents in terms of personal burnout is 2.98 (moderate). The results imply that the ASC-BEEd students felt personal burnout almost 50% of the time.

In terms of studies related burnout wherein the question "Do you feel worn out at the end of the day?" has a mean of 3.00 (moderate) while "Are you exhausted in the morning at the thought of another day of class?" has a mean of 2.59 (moderate). Further, the question "Do you feel that every waking hour is tiring you?" has a mean of 2.82 (moderate) while "Do you have enough energy for family and friends during your leisure time?" has a mean of 3.51 (high). Moreover, the question "Are your studies emotionally exhausting?" has a mean of 2.80 (moderate), "Do your studies frustrate you?" has a mean of 2.63 (moderate) while "Do you feel burnt out because of your studies?" has a mean of 2.59 (moderate). The table also indicates that the total mean for the level of academic burnout of the ASC-BEEd students is 2.85 (moderate). This shows that almost 50% of the time, the respondents feel burnout in their studies.

In terms of colleague-related burnout wherein for the question "Do you find it hard to work with your classmates?" has a mean of 2.35 (Low); "Does it drain your energy to work with your classmates?" has a mean of 2.14 (Low); "Do you find it frustrating to work with your classmates?" has a mean of 2.12 (Low); "Do you feel that you give more than you get back when you work with your classmates?" has a mean of 2.59 (Moderate); "Are you tired of working with your classmates?" has a mean of 2.00 (Low); and "Do you sometimes wonder how long will you be able to continue working with your classmates?" has a mean of 2.43 (Low). The table also presents the total mean of 2.27 (Low) on the level of academic burnout of the ASC-BEEd students in terms of colleague-related burnout. This indicates that their problems with their classmates do not affect their academics.

In terms of teacher-related burnout wherein the questions "Do you find it hard to work with your instructors" has a mean of 2.18 (Low); "Does it drain your energy to work with your instructors?" has a mean of 1.98 (Low); "Do you find it frustrating to work with your instructors" has a mean of 1.98 (Low); "Do you feel that you give more than you get back when you work with your instructors?" has a mean of 2.06 (Low); "Are you tired working with your instructors?" has a mean of 1.86 (Low), and "Do you sometimes wonder how long will you be able to continue working with your instructors?" has a mean of 2.20 (Low). Further, the table also indicates that the level of academic burnout of the respondents in terms of teacher-related burnout has a total mean of 2.04 (Low). This implies that their instructors do not really add to their problems in their academics.

Table 3. Level of emotional intelligence of the ASC-BEEd students

	Emotional Intelligence Indicator	MEAN	DESCRIPTION
A	**Self-Emotion Appraisal (SEA)**		
1	I have a good sense of why I have certain feelings most of the time	4.92	Slightly High
2	I have good understanding of my own emotions	5.43	Slightly High
3	I really understand what I feel	5.41	Slightly High

4	I always know whether or not I am happy	5.57	High
	Overall Mean	5.33	**Slightly High**
B	**Others' Emotion Appraisal (OEA)**	**MEAN**	**DESCRIPTION**
1	I always know my friends' emotion from their behavior	5.12	Slightly High
2	I am a good observer of others' emotions	5.02	Slightly High
3	I am sensitive to the feelings and emotions of others	5.27	Slightly High
4	I have good understanding of the emotions of people around me	5.55	High
	Overall Mean	**5.24**	**Slightly High**
C	**Use of Emotion (UOE)**	**MEAN**	**DESCRIPTION**
1	I always set goals for myself and then try my best to achieve them	6.14	High
2	I always tell myself I am a competent person	4.78	Slightly High
3	I am a self-motivating person	5.61	High
4	I would always encourage myself to try my best	6.08	High
	Overall Mean	**5.65**	**High**
D	**Regulation of Emotion (ROE)**		
1	I am able to control my temper so that I can handle difficulties rationally	5.43	Slightly High
2	I am quite capable of controlling my own emotions	5.49	Slightly High
3	I can always calm down quickly when I am very angry	5.29	Slightly High
4	I have good control of my own emotions	5.41	Slightly High
	Overall Mean	**5.40**	**Slightly High**

Table 3 shows the level of emotional intelligence of the respondents in terms of Self-Emotion Appraisal (SEA) wherein for statements "I have good sense of why I have certain feelings most of the time" has a mean of 4.92 (slightly high); "I have good understanding of my own emotions" has a mean of 5.43 (Slightly High); "I really understand what I feel" has a mean of 5.41 (Slightly High); and "I always know whether or not I am happy" has a mean of 5.57 (High). The table also shows that the level of emotional intelligence of the respondents in terms of SEA has a total mean of 5.33 (Slightly High). The result implies that the respondents are aware of their own emotions.

In terms of OEA wherein the statements "I always know my friends' emotion from their behavior" has a mean of 5.12 (Slightly high); "I am a good observer of others' emotion" has a mean of 5.02 (Slightly High); "I am sensitive to the feelings and emotion of others" has a mean of 5.27 (Slightly High); and "I have good understanding of the emotions of people around me" has a mean of 5.55 (High). The table also shows that the level of emotional intelligence of the ASC-BEEd students has a total mean of 5.24 (Slightly high). This indicates that the respondents are aware of the emotions of the people around them.

In terms of Use of Emotion (UOE) wherein the sentences "I always set goals for myself and then try my best to achieve them" has a mean of 6.14 (High); "I always tell myself I am a

competent person" has a mean of 4.78 (Slightly High); "I am a self-motivating person" has a mean of 5.61 (High); and "I would always encourage myself to try my best" has a mean of 6.08 (High). The table also shows that the level of emotional intelligence of the ASC-BEEd students has a total mean of 5.56 (High) and this implies that they are well-versed in the use of their emotions.

In terms of the Regulation of Emotion (ROE) wherein the phrase "I am able to control my temper so that I can handle difficulties rationally" has a mean of 5.43 (Slightly High); "I am quite capable of controlling my own emotions" has a mean of 5.49 (Slightly High); "I can always calm down quickly when I am very angry" has a mean of 5.29 (Slightly High); and "I have good control of my emotions" has a mean of 5.41 (Slightly High). The table also presents that it has a total mean of 5.40 (Slightly High) and it indicates that the respondents know how to control their emotions.

Table 4. Academic Performance of the ASC-BEEd students

General Weighted Average	Frequency	Percentage	Mean
1.50-1.99	4	8.2	**2.3296**
2.00-2.49	33	67.3	
2.50-3.00	12	24.5	
TOTAL	**49**	**100**	

Table 4 shows the academic performance of the respondents wherein 33 or 67.3% have a GWA of 2.00-2.49, 12 or 24.5% have a GWA of 2.50-3.00, 4 or 8.2% have a GWA of 1.50-1.99, while none of them have a General Weighted Average (GWA) of 1.00-1.49. The table also shows that the weighted GWA of the ASC-BEEd students is 2.3296. The result shows that most of the respondents are on the average level of academic performance.

Table 5. Relationship of the respondents' level of academic burnout of the respondents and their profile

Profile	Pearson Correlation	Sig. (2 – tailed)	Decision
Age	-0.220	0.130	Accept Ho
Sex	**0.302**	**0.035**	**Reject Ho**
Year Level	0.510	0.726	Accept Ho
Student Classification	-0.248	0.086	Accept Ho
Marital Status	0.144	0.324	Accept Ho
Ethnicity	-0.154	0.289	Accept Ho
Place of Residence	-0.082	0.573	Accept Ho
Device Ownership	-0.173	0.236	Accept Ho
Speed of Internet Connectivity	-0.151	0.299	Accept Ho
Number of Family Members	0.1113	0.444	Accept Ho
Father's Highest Educational Attainment	-0.189	0.193	Accept Ho
Mother's Highest Educational Attainment	-0.010	0.948	Accept Ho
Monthly Family Income	-0.110	0.451	Accept Ho

Table 5 shows the relationship between the respondents' level of academic burnout and their age, sex, year level, student classification, and marital status wherein it indicates that there is a significant relationship between the level of academic burnout and their sex since the computed value is 0.035 which is lesser than the significance level (0.05). Thus, the Null hypothesis is rejected. This implies that female respondents have higher academic burnout

than male respondents. This result testifies to the strong personality of male respondents which implies that male students are more resilient than female students.

Moreover, the table also shows that there is no significant relationship between the academic burnout of the respondents and their age, year level, student classification, and marital status since the computed values 1.130, 1.726, 0.086, and 0.324 are greater than the significance level which is 0.05. Thus, the null hypothesis is accepted.

In terms of age, a study by Risquez et.al. (2016) indicated that there is no significant relationship between the age and academic burnout [30]. As to sex, in the study of Elsadik et.al. (2019), stated that there is a significant relationship between sex and burnout [31]. But the study of Lin S et.al. (2014) and Cazan A.M. et.al. (2015), stated that that there are no significant relationship in the overall academic burnout by sex [32] [33]. In the studies carried out by Sharififard et.al. [34], Charkhabi et.al. [35], Akansel et.al. [36], and Kamalpour et.al. [37] did not report a significance between sex and dimensions of academic burnout which contradicts the result of this study. With regards with the year level of the respondents, according to Yu J. et.al. (2020), the study load of the higher year students triggers academic burnout which against the results of this study [38]. Abdulghani H.M. et.al. (2011) satisfies the result of this study and stated thatthere was no significant relationship between the regularity and irregularity of attendance in programs offered and the level of academic burnout among their respondents [39].With regard to the relationship between marital status and academic burnout, the results of the study of Mostafavian Z. et.al. (2018) showed that there was no significant relationship between marital status and academic burnout [40], which agrees with the results of the investigations conducted by Kamalpour et.al. (2019) [37], Sharififard et.al. (2020) [34], and Akansel et.al. (2012) [36].

Table 5 also shows the relationship between the respondents level of academic burnout and their ethnicity, place of residence, device ownership, and speed of internet connectivity. Pearson correlation reveals that there is no significant relationship between the level of academic burnout and the respondents ethnicity, place of residence, device ownership, and speed of internet connectivity since the computed values (0.298, 0.573, 0.236, 0.299) are greater than the significance level (0.05). Thus, the null hypothesis is accepted.

In the study of Byars et.al. (2008), racial or ethnic minority students reported significantly higher coping efficacy beliefs which contradicts the result of this study [41]. With regards to the residence of the respondents and their level of academic burnout, Usha S. et.al. (2022) stated in their study that there is no significant relationship between the residence of the respondents and burnout [42]. In terms of device ownership and internet connectivity, the respondents are not preoccupied by lack of connection or low internet speeds and device ownership because during the first semester of school year 2022 – 2023, the school already employed a limited face-to-face class to students and were on their boarding houses during the schedule of online classes where internet connectivity is stable.

The table also shows the relationship between the respondents' level of academic burnout and the number of family members, parents' highest educational attainment, and monthly family income. Pearson correlation revealed that there is no significant relationship between the level of academic burnout of the respondents and the number of family members, the fathers' highest educational attainment, the mothers' highest educational attainment, and monthly family income since the computed values (0.444, 0.193, 0948, and 0.451 respectively) are greater than the significance level (0.05). Thus, the null hypothesis is accepted.

Amini (2005) did not find any significant relationships between stress and some socio-demographic variables, such as mother's education, father/mother's occupation, the number of siblings and birth order [43] and as stated in the study of Aboalshamat K. et.al. (2017), sated that family income is not significantly associated with burnout or stress which is consistent to the results of this study [44].

Table 6. Relationship of the respondents' level of emotional intelligence of the respondents and their profile

Profile	Pearson Correlation	Sig. (2 – tailed)	Decision
Age	0.118	0.421	Accept Ho
Sex	0.229	0.114	Accept Ho
Year Level	0.093	0.527	Accept Ho
Student Classification	0.141	0.335	Accept Ho
Marital Status	0.103	0.482	Accept Ho
Ethnicity	-0.104	0.476	Accept Ho
Place of Residence	0.117	0.425	Accept Ho
Device Ownership	0.014	0.926	Accept Ho
Speed of Internet Connectivity	-0.011	0.940	Accept Ho
Number of Family Members	0.005	0.974	Accept Ho
Father's Highest Educational Attainment	-0.019	0.896	Accept Ho
Mother's Highest Educational Attainment	0.026	0.862	Accept Ho
Monthly Family Income	-0.088	0.547	Accept Ho

Table 6 shows the relationship between the respondents' level of emotional intelligence and their age, sex, year level, student classification, and marital status. Pearson correlation revealed that there is no significant relationship on the level of emotional intelligence of the respondents and their age, sex, year level, student classification, and marital status since the computed values (0.421, 0.114, 0.527, 0.335, and 0.482 respectively) are greater than the significance level (0.05). Thus, the null hypothesis is accepted.

Nasir M. et. al. (2010) stated in their study that the results of their study do not corroborate the common belief that age brings about emotional intelligence because no significant correlation was found between age and emotional intelligence [45]. The result is in line with the outcome of the studies conducted by BarOn (2006) [46], Harrod N.R. et.al. (2005) [47], Balci-Celik s. et.al. (2008) [48], and Birks et.al. (2009) [49], and Usha S. et.al. (2022) [42]. The study of Namdar H. (2009) satisfies the results of this study in terms of sex [50]. With regards to year level and marital status, Azimi S. et.al., 2010 agrees to the result of this study that marital status and year level of the respondents has no relationship to emotional intelligence [51].

Table 6 also shows the relationship between the respondent's level of emotional intelligence and their ethnicity, place of residence, device ownership, and speed of internet connectivity. Pearson correlation revealed that there is no significant relationship between the level of emotional intelligence and their ethnicity, place of residence, device ownership, and speed of internet connectivity since the computed values (0.476, 0.425, 0.926, and 0.940 respectively) are greater than the significance level (0.05). Thus, the Null hypothesis is accepted.

In the study of Khraisat A.M. et.al. (2015) stated that the relationship between mean scores of EI level and ethnic groups is not significant which supports the results of this study [52],

but the study of Dewi Z.L. et.al. (2018) contradicts these results [53]. With regard to the residence of the respondents and their level of emotional intelligence, there is no significant relationship between residence of the respondents as stated in the study of Usha S. et.al. (2022) [42], and Harrod N.R. et.al. (2005) [47].

The table also shows the relationship between the respondent's level of emotional intelligence and the number of family members, parents' highest educational attainment, and monthly family income. Pearson correlation revealed that there is no significant relationship on the level of emotional intelligence of the respondents and the number of family members, the fathers' highest educational attainment, the mothers' highest educational attainment, and monthly family income since the computed values (0.974, 0.896, 0.862 and 0.547 respectively) are greater than the significance level (0.05). Thus, the null hypothesis is accepted.

The study of Afzal M.T. et.al. (2016) found that emotional intelligence is not affected by the number of family members which satisfies the results of this study that there is no significant relationship between emotional intelligence and number of family members [54]. According to Fanoos A. et.al., 2013, the parents' level of education is not found significant to the emotional intelligence of their children [55].The result of the study of Usha S. 2022 is similar to the results of this study which shows that emotional intelligence and parents' monthly income has no significant relationship [42].

Table 7. Relationship of the respondents' academic performance of the respondents and their profile

Profile	Pearson Correlation	Sig. (2 – tailed)	Decision
Age	-0.013	0.931	Accept Ho
Sex	0.114	0.434	Accept Ho
Year Level	-0.19	0.181	Accept Ho
Student Classification	-0.110	0.450	Accept Ho
Marital Status	0.066	0.651	Accept Ho
Ethnicity	**-0.304**	**0.034**	**Reject Ho**
Place of Residence	0.087	0.552	Accept Ho
Device Ownership	-0.268	0.063	Accept Ho
Speed of Internet Connectivity	-0.064	0.663	Accept Ho
Number of Family Members	0.028	0.852	Accept Ho
Father's Highest Educational Attainment	-0.096	0.511	Accept Ho
Mother's Highest Educational Attainment	-0.269	0.061	Accept Ho
Monthly Family Income	0.061	0.677	Accept Ho

Table 7 shows the relationship between the respondents' academic performance and their age, sex, year level, student classification, and marital status. Pearson correlation revealed that there is no significant relationship on the academic performance of the respondents and their age, sex, year level, student classification, and marital status since the computed values (0.931, 0.434, 0.181, 0.450, and 0.651 respectively) are greater than the significance level (0.05). Thus, the null hypothesis is accepted.

Ali S. et.al. (2013) stated in their study that the results show that the academic performance and age have negative correlation which is similar to the results of this study [56]. In terms of sex, Naderi H., et.al. (2009) proved in their study that there is no significant relationship between sex and emotional intelligence [57]. According to Amuda B.G. et.al. (2016) marital

status has no significant relationship with academic performance [58]. Zajacova A. et.al. (2005) showed in their study that the year level of the respondents has no significant relationship with emotional intelligence [59}and in terms of student classification, Yu J. et.al. (2020) contradicted the results of this study and it is stated in their study that full-time students earn higher grades and are more likely to remain enrolled, compared to part-time students [38].

Table 7 also shows the relationship between the respondents' academic performance and their ethnicity, place of residence, device ownership, and speed of internet connectivity. Pearson correlation revealed that there is no significant relationship between the level of emotional intelligence and their place of residence, device ownership, and speed of internet connectivity since the computed values (0.552, 0.063, and 0.663 respectively) are greater than the significance level (0.05). Thus, the null hypothesis is accepted.

Furthermore, it also revealed that there is a significant relationship between the academic performance of the respondents and their ethnicity since the computed value (0.034) is lesser than the significance level (0.05). Thus, the null hypothesis is rejected. The result implies that the academic performance of the respondents is comparable with the different ethnic groups within Apayao.

Using data from the 1988 and 1990 waves of the National Educational Longitudinal Study, this study posits that culture-based distinctions across ethnic groups may also affect the academic performance of minority students [60] which is supported by the study of Ross D.A. et.al. (2017) [61]. In terms of residence, Ali S. et.al., 2013 show that academic performance and residence have negative correlation [56].

The table also shows the relationship between the respondents' academic performance and the number of family members, parents' highest educational attainment, and monthly family income. Pearson correlation revealed that there is no significant relationship between the academic performance of the respondents and the number of family members; the fathers' highest educational attainment, the mothers' highest educational attainment, and monthly family income since the computed values (0.852, 0.511, 0.061, and 0.677 respectively) are greater than the significance level (0.05). Thus, the null hypothesis is accepted.

The study of Mark G.N. (2006) stated that students from larger and reconstituted families tend to be located in the academically weaker parts of the school system which contradicts the result of this study [62]. According to Ogunshola F. et.al. (2012), socio-economic statuses in terms of monthly income and parental educational background did not have significant effect on the academic performance of the students [63].

Table 8. Relationship of the respondents' level of academic burnout and the level of their emotional intelligence

		EMOTIONAL INTELLIGENCE
ACADEMIC BURNOUT	Pearson Correlation	-0.325
	Sig. (2-tailed)	0.023
	Decision	**Reject Ho**

Table 8 shows the relationship between the level of academic burnout of the respondents and the level of their emotional intelligence. The table also presents that Pearson correlation reveals that there is a significant relationship between the two variables since the computed value (0.023) is lesser than the significance level (0.05). Thus, null hypothesis is rejected.

Furthermore, it also reveals that the correlation coefficient of the two variables is -0.325 (Low negative correlation) and which indicates that the higher the academic burnout, the lower the emotional intelligence and vice versa. This implies that the respondents should have a high level of emotional intelligence to gain a low level of academic burnout. The control of emotion significantly affects the academics of the respondents.

Students experiencing burnout are emotionally exhausted, for them, negative emotions are dominant, they have a sense of reduced personal accomplishment [64].Emotional intelligence plays a significant role in academic settings, including burnout, academic adjustment and satisfaction with life. Emotional intelligence is related to better adjustment or success in academic settings. The study of Cazan A.M. et.al. (2015) tried to investigate the role that burnout might play in the relationship between emotional intelligence and life satisfaction in a sample of Romanian University students. Research findings showed that significant relationships exist between emotional intelligence and burnout [65]. The results confirm previous research showing that emotional intelligence predicts burnout [66].

Table 9. Relationship of the respondents' level of academic burnout and their academic performance

		ACADEMIC PERFORMANCE
ACADEMIC BURNOUT	Pearson Correlation	0.087
	Sig. (2-tailed)	0.552
	Decision	Accept Ho

Table 9 presents the relationship between the level of academic burnout and the academic performance of the respondents. It also shows that the Pearson correlation reveals that there is no significant relationship between the two variables since the computed value (0.552) is greater than the significance level (0.05). Thus, the null hypothesis is accepted.

In line with this study, March A.J.M. et.al. (2022) [67] and Salanova M. et.al. (2010) [68] stated that academic performance was unaffected in relation to either psychological distress or burnout.In the study of Galbraith C.S. et.al. (2015),burnout does affect a student's efficiency level [69].

Table 10. Relationship of the respondents' level of emotional intelligence and academic performance

		ACADEMIC PERFORMANCE
EMOTIONAL INTELLIGENCE	Pearson Correlation	0.079
	Sig. (2-tailed)	0.588
	Decision	Accept Ho

Table 10 presents the relationship between the level of emotional intelligence and the academic performance of the respondents. It also shows that the Pearson correlation revealed that there is no significant relationship between the two variables since the computed value (0.588) is greater than the significance level (0.05). Thus, the null hypothesis is accepted.

According to Aboalshamat K. et.al. (2017) [64], and Olatoye R.A. et.al. (2010) [70]academic performances were not associated with emotional intelligence and there was no significant relationship between emotional intelligence and academic performance.

4. CONCLUSION

The level of academic burnout of the Apayao State College – Bachelor of Elementary Education students is on moderate level for personal and studies-related burnout, while low level for colleague and teacher-related burnout. Their level of emotional intelligence is slightly high for Self-Emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), and Regulation of Emotion (ROE) while it is high level for the Use of Emotion (UOE). The Academic performance of the respondents is on average level.

The sex of the respondents and their academic burnout are significantly associated while the ethnicity and the academic performance of the respondents have a significant relationship. Emotional intelligence could affect the academic burnout of the respondents.

Lastly, a limitation of this study should be noted to properly understand the results. The information was collected by means of self-administered questionnaires. This is a typical method in studies such as this, but it can be bias to the participants' answers and exacerbate common variance as well as artificially increase the correlations between variables.

4.2Recommendations

This study recommends that:

1. Apayao State College should impose stress debriefing or counseling programs, sports activities, and other stress management activities to establish a natural approach that could help students to move forward more effectively, and the College of Teacher Education should recognize that there is a gender gap when it comes to academic burnout. This means that there may be certain strategies that should be implemented to target female students in particular which provide academic support for female students such as tutoring, and more gender-specific support services such as mentoring can be beneficial.
2. It is important that the Gender and Development (GAD) office recognizes that there are certain social and cultural factors that may contribute to a higher risk of academic burnout in female students such that they may be more likely to experience pressure to succeed academically due to gender-based expectations, therefore, it is important to ensure that female students are supported in a way that is free from gender bias. Additionally, it is important to ensure female students have access to resources and supports that can help them cope with the stress of academic life and it is advisable to provide education about the potential lifestyle factors that may contribute to a higher risk of academic burnout.
3. The academic affairs should provide social-emotional learning activities which can help students identify, understand, and express their emotions in healthy ways like involving teaching students' strategies for self-regulation and self-care such as mindfulness practices and other relaxation techniques.
4. Educators should promote a multi-faceted approach wherein it is essential to ensure that all learners have access to quality education and resources, making sure that all students have access to high-quality educational materials and opportunities.
5. It is also advisable to create an inclusive environment for all the students which means creating a safe, respectful, and supportive environment for all students regardless of their race, ethnicity, or background that includes providing a range of extracurricular activities and clubs, as well as providing support and mentorship to students from minority backgrounds.

Ethical Approval:

As per international standards or university standards written ethical approval has been collected and preserved by the author(s).

Consent

As per international standards or university standards, Participants' written consent has been collected and preserved by the author(s).

Disclaimer (Artificial intelligence)

Option 1: There were no generative AI technologies used in the manuscript.

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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