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Burnout in university students

Abstract

Burnout is characterized as an occupational syndrome that can lead to feelings of exhaustion, depletion of energy, mental detachment, feelings of negativity, among others, and may contribute to reduced productivity and professional effectiveness. When detected in university students, and because it is an increasingly evident reality as an educational phenomenon, it requires protective strategies against this chronic syndrome. Based on the descriptive method and reflective analysis, after a literature review, some influencing causes and impact on the student are described, seeking to understand strategies that facilitate its prevention.

Keywords: well-being, burnout, exhaustion, university students

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Introduction

Burnout, or professional exhaustion, results from the inability to manage a situation and presents as an inability to respond to chronic work stress. While not described as an individual failure, it is related to an occupational phenomenon, thus being nothing more than a symptom reactive to the professional environment.

Considered by the World Health Organization as a chronic syndrome and a phenomenon linked to work, it directly impacts professionals, who report exhaustion, overload, boredom, irritation, and a feeling of exhaustion.[1]

The rise in burnout among university students is an increasingly evident reality and requires protective strategies against this chronic syndrome. As an educational phenomenon, it influences students, who report exhaustion, overload, irritation, insomnia, physical changes, among others. Therefore, early detection of burnout situations, with the accurate identification of possible causes and the exploration of well-being-promoting strategies, enhances the student's value, influencing their subsequent academic performance and self-esteem.

The second descriptive statement from the Order of Nurses frames health promotion for clients and professionals, through which it reflects a dynamic process, and the individual seeks a state of balance.[2] In this line of thought, investing in detecting burnout in students, iden

Objectives

i Understand the impact of burnout on individual quality of life and health

ii Identify factors that trigger burnout in university students

iii Identify strategies that enable individual management of burnout syndrome

Methodology

Exploratory method/descriptive analysis/bibliographic research.

Results and discussion

Burnout is defined as a syndrome resulting from chronic workplace stress that has not been successfully managed. As an occupational syndrome, it can lead to feelings of exhaustion or energy depletion, mental detachment from one's work, or even feelings of negativity, and can contribute to reduced productivity and professional effectiveness.[1]

A term derived from the English "to burn" and "out," meaning "to burn completely, to consume oneself," it is a psychosocial phenomenon increasingly seen in university students who experience intense physical and mental exhaustion. A response to prolonged pressures from stressful emotional and interpersonal factors related to the context, work, and routines, it leads to feelings of physical and emotional exhaustion, burnout, irritability, depression, mood swings, emotional detachment, lack of concentration, demotivation, negativity, and reduced professional effectiveness.[4] It may be related to personality traits such as perfectionism and self-demand, as well as professional and educational factors such as the need for constant self-improvement, unfair evaluations, competitiveness, high standards, and conflict, which contribute to this state of burnout.

Strategies that enable students to develop adaptive and resilient skills are essential in preventing and combating burnout. Learning how to manage time, set priorities and goals, delegate tasks, set limits, avoidance, and "know how to say no," good sleep hygiene and a balanced diet, exercise and relaxation routines, and stimulating creativity can all be effective strategies for preventing and managing burnout.

Conclusion

Burnout is the response to a prolonged state of stress, caused by an uncomfortable and stressful situation in the student and/or professional context. It most often occurs due to maladjustment and failure to manage the situation, becoming a chronic condition that, when negative, impacts student performance, leading to feelings of discomfort, symptoms at various levels, and decreased productivity, efficiency, and effectiveness.

Considering that burnout specifically influences an individual's performance and health, with emotional impact and a decrease in their quality of life, personal growth, and academic achievement, it is imperative to identify the causes and act accordingly, investing in the development of adaptive skills.[5]

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Conflicts of interest

The authors declare that there is no conflicts of interest.

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