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Academic Burnout, Coping Strategies and Perceived Academic Resilience Among College Students: Basis for An Academic Resilience Enhancement Program

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ABSTRACT*:* Academic burnout is an important concern among college students because sustained academic demands and challenges may affect their well-being and ability to adapt. This study aimed to determine the level of academic burnout, perceived academic resilience, and coping strategies among fourth-year undergraduate students of a state university in the Philippines during Academic Year 2026–2027. Specifically, it examined the respondents' demographic profile, academic burnout in terms of emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy; perceived academic resilience in terms of perseverance, reflective and adaptive help-seeking, emotional regulation, and positive adaptation to academic challenges; coping strategies; differences in academic burnout across demographic groups; and the relationship between academic burnout and perceived academic resilience. A quantitative descriptive-correlational design was employed with 323 respondents who answered an adapted survey questionnaire. Data were analyzed using frequency, percentage, mean, independent-samples t-test, one-way ANOVA, and Pearson's product-moment correlation coefficient at the 0.05 level of significance. Results showed that emotional exhaustion (M = 2.73) and reduced academic efficacy (M = 2.52) were experienced Often, while cynicism toward academic activities (M = 2.41) was experienced Sometimes. All dimensions of perceived academic resilience were rated Often, with perseverance obtaining the highest mean (M = 3.06). Problem-focused coping (M = 2.83), emotion-focused coping (M = 2.95), and avoidance and disengagement coping (M = 2.52) were employed by the respondents. No significant differences in academic burnout were found according to age, sex, or academic program. However, significant relationships were found between the dimensions of academic burnout and perceived academic resilience. Based on these findings, an Academic Resilience Enhancement Program is proposed to strengthen adaptive coping, emotional regulation, help-seeking, perseverance, and positive adaptation while addressing academic burnout and promoting student well-being.

KEYWORDS: academic burnout, academic resilience, coping strategies, college students, student well-being, resilience enhancement program

I. INTRODUCTION

Academic burnout has become an important concern in higher education because college students are expected to manage sustained academic demands while meeting performance expectations and preparing for their future careers. Academic requirements such as examinations, projects, presentations, research activities, deadlines, and other course-related responsibilities may become overwhelming when students perceive that the demands placed upon them exceed the resources available to manage them. Academic burnout generally refers to a state of exhaustion and disengagement associated with prolonged academic demands and is commonly reflected in emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. These dimensions provide a useful framework for understanding how prolonged academic pressure may affect students' academic experiences and perceptions of their ability to perform their responsibilities.

Academic burnout is particularly important among college students because higher education requires sustained cognitive, emotional, and behavioral engagement. Students may simultaneously encounter demanding coursework, examinations, research requirements, deadlines, group activities, and expectations concerning academic performance. When these demands persist without adequate recovery and support, students may experience exhaustion, reduced interest in academic activities, and diminished confidence in their academic abilities. Recent Philippine evidence demonstrates the continuing relevance of this

concern. Robles et al. (2024), in a study involving 337 students, reported high levels of academic burnout, particularly in exhaustion and disengagement, demonstrating that academic burnout remains a significant concern within the Philippine student population.

However, students do not respond to academic demands in exactly the same way. Their responses may depend on how they perceive academic difficulties and on the strategies they use to manage them. Coping strategies refer to the cognitive, emotional, behavioral, and social responses individuals employ when dealing with stressful or demanding situations. In academic settings, students may respond through planning, time management, active problem solving, seeking support, acceptance, positive reframing, rest, or other constructive activities. They may also use avoidance, delay, denial, withdrawal, distraction, or self-blame. Understanding these coping responses is important because it provides information about how students attempt to manage academic difficulties rather than viewing burnout only as an outcome of academic pressure.

Recent Philippine research has examined burnout alongside coping mechanisms among students. Robles et al. (2024) reported high academic burnout among their respondents while also identifying the coping mechanisms students used to manage academic demands. Their findings demonstrate the value of examining both students' academic strain and their responses to that strain. Nevertheless, coping strategies and academic burnout represent different constructs. Coping describes the responses students employ when facing demands, whereas burnout describes a pattern of exhaustion, disengagement, and reduced efficacy. Thus, the present study treated coping strategies as a distinct study variable rather than assuming that a particular coping strategy directly causes or prevents burnout.

In addition to coping, perceived academic resilience provides another perspective for understanding how students respond to academic adversity. Academic resilience refers to students' perceived capacity to persevere, seek appropriate assistance, regulate their emotional responses, and adapt positively when confronted with academic challenges and setbacks. Resilience does not mean that students are unaffected by academic difficulties. Rather, it concerns their perceived ability to continue pursuing academic goals and adjust constructively despite those difficulties. In the present study, perceived academic resilience was examined through perseverance, reflective and adaptive help-seeking, emotional regulation, and positive adaptation to academic challenges.

Recent evidence supports the importance of academic resilience in higher education. Cai and Meng (2025), in a study of 440 undergraduate students, found significant positive relationships between academic resilience and academic performance and also identified teacher support as an important factor associated with students' resilience and academic outcomes. Frontiers in Psychology study These findings suggest that academic resilience may function as an important resource in students' capacity to manage academic challenges and continue working toward their educational goals. They also indicate that resilience should be considered within the broader academic environment rather than viewed solely as an individual characteristic.

The literature consequently provides a basis for examining academic burnout, coping strategies, and academic resilience together, although they should not be treated as interchangeable concepts. Burnout concerns the negative experience associated with sustained academic demands; coping concerns the strategies students use in responding to those demands; and resilience concerns students' perceived capacity to persevere and adapt despite academic difficulties. Examining these constructs together can therefore provide a more comprehensive description of how students experience and respond to academic challenges.

Existing research has also begun to examine the relationships among these constructs. Theoretical perspectives on stress and coping suggest that students' responses to academic demands may be influenced by their appraisal of the demands and their perceived resources for managing them. Resilience research, meanwhile, indicates that students' capacity to adapt and persevere is associated with positive academic outcomes. Recent empirical evidence from Cai and Meng (2025) further demonstrated an association between academic resilience and academic performance and highlighted the role of teacher support. Frontiers in Psychology study However, the available literature does not establish a universal or causal relationship between academic burnout and perceived academic resilience. The nature and strength of the relationship may differ according to students, academic environments, institutional support systems, and other contextual factors. Therefore, the relationship needs to be examined empirically within the population under investigation.

Despite the growing literature on academic burnout, coping, and academic resilience, an important gap remains. Much of the available research examines these constructs separately or focuses on specific relationships among selected variables. Studies also differ in their respondents, institutional environments, academic programs, and cultural contexts. Consequently, findings from other universities or student populations cannot automatically be assumed to represent the experiences of students in a particular institution. More specifically, there remains a need for institution-specific evidence that simultaneously describes students' academic burnout, coping strategies, and perceived academic resilience while examining the relationship between burnout and resilience.

This gap is particularly relevant to a state university in the Philippines. Although existing studies provide useful evidence concerning student burnout, coping, and resilience, the present study identified no institution-specific evidence in the available research base that establishes the level of academic burnout, the coping strategies employed, and the perceived academic resilience of fourth-year college students at the university, together with the relationship between academic burnout and perceived academic resilience. Without such evidence, student-support initiatives may rely primarily on generalized findings that may not fully reflect the academic experiences and needs of students in the university.

The present study addressed this gap by examining academic burnout, coping strategies, and perceived academic resilience among fourth-year college students of a state university in the Philippines during School Year 2026–2027. It determined the respondents' demographic profile in terms of age, sex, and academic program; assessed academic burnout in terms of emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy; determined perceived academic resilience in terms of perseverance, reflective and adaptive help-seeking, emotional regulation, and positive adaptation to academic challenges; and identified the coping strategies employed by the respondents in managing academic burnout. It further determined whether academic burnout differed according to the respondents' demographic characteristics and whether a significant relationship existed between academic burnout and perceived academic resilience.

The study was designed to provide descriptive and correlational evidence rather than causal explanations. In particular, coping strategies were described based on the respondents' reported use and served as supporting information for understanding students' responses to academic difficulties. The study did not claim that a specific coping strategy causes changes in burnout or resilience. Similarly, any significant relationship found between academic burnout and perceived academic resilience was interpreted as an association rather than as evidence that one variable causes changes in the other.

The findings provided an empirical basis for the proposed Academic Resilience Enhancement Program. The justification for the program lay in the need to translate identified student needs into appropriate, evidence-informed support activities. If the findings indicated areas of concern in academic burnout, coping, or resilience, these results could guide the prioritization of activities related to burnout awareness, stress management, adaptive coping, emotional regulation, reflective and adaptive help-seeking, perseverance, positive adaptation, and access to appropriate university support services. The proposed program could therefore provide a structured framework that responded to the actual conditions identified among the respondents rather than relying solely on assumptions or generalized recommendations.

The proposed program, however, remained a research-based proposed output of the present study. It was not implemented or experimentally evaluated as part of this research. Consequently, the study did not claim that the program had already been demonstrated to reduce academic burnout, increase academic resilience, or improve students' overall well-being. Its effectiveness would require subsequent implementation and evaluation through an appropriate intervention or experimental research design.

Thus, the study sought to contribute institution-specific evidence on academic burnout, coping strategies, and perceived academic resilience among college students and to use this evidence as a basis for developing an Academic Resilience Enhancement Program. By connecting the identified academic challenges with students' coping responses and perceived capacity for resilience, the study could provide useful information for students, the University Guidance and Counseling Office, Student Affairs Office, faculty members, program chairs, and university
administrators in strengthening appropriate student-support initiatives.

Research Question

This study aimed to determine the relationship between academic burnout and perceived academic resilience among college students and to identify the coping strategies they employed as the basis for a proposed Student Wellness Program. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
   1.1 Age;
   1.2 Sex;

1.3 Academic Program?

2. What is the level of academic burnout among college students in terms of:

2.1 Emotional Exhaustion;

2.2 Cynicism toward Academic Activities; and

2.3 Reduced Academic Efficacy?

3. To what extent do college students perceive themselves to be academically resilient in terms of:

3.1 Perseverance;
3.2 Reflective and Adaptive Help-Seeking;
3.3 Emotional Regulation; and
3.4 Positive Adaptation to Academic Challenges?

4. What coping strategies are employed by college students in managing academic burnout?
5. Is there a significant difference in the level of academic burnout when respondents are grouped according to their demographic profile?
6. Is there a significant relationship between the level of academic burnout and the extent of perceived academic resilience among college students?
7. Based on the findings of the study, what Academic Resilience Enhancement Program may be proposed to enhance the perceived academic resilience and overall well-being of college students?

II. SCOPE AND LIMITATION OF THE STUDY

This study focused on academic burnout, coping strategies, and perceived academic resilience among fourth-year college students of a state university in the Philippines during Academic Year 2026–2027. The respondents consisted of a minimum of 314 officially enrolled fourth-year undergraduate college students, proportionately selected from a total population of 1,715 students using stratified random sampling by college. The study employed a quantitative descriptive-correlational research design and an adapted survey questionnaire as the primary data-gathering instrument.

The study was limited to three major study variables: academic burnout, coping strategies, and perceived academic resilience. Academic burnout was examined in terms of emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. Perceived academic resilience was examined in terms of perseverance, reflective and adaptive help-seeking, emotional regulation, and positive adaptation to academic challenges. Coping strategies were identified based on the responses of the respondents regarding the ways they manage academic burnout and academic-related difficulties.

In terms of the respondents' characteristics, the study considered age, sex, and academic program. These demographic characteristics were used to describe the respondents and to determine whether there are significant differences in their level of academic burnout when grouped according to these characteristics.

The study also determined whether there was a significant relationship between academic burnout and perceived academic resilience among the respondents. However, the study did not interpret this relationship as causal because the research design was descriptive-correlational and did not involve manipulation or experimental control. Coping strategies were primarily treated as a descriptive variable and were not interpreted as a causal predictor of academic burnout or perceived academic resilience.

The study relied on self-reported responses obtained through the adapted survey questionnaire. Thus, the accuracy and reliability of the findings depended partly on the respondents' honesty, understanding of the questionnaire items, and willingness to provide accurate responses. The study did not involve clinical diagnosis, psychological assessment for diagnostic purposes, psychological treatment, or experimental intervention.

The study was conducted only among the identified fourth-year college students of a state university in the Philippines included in the approved sampling frame. Consequently, the findings primarily applied to the respondents and institutional context covered by the study and should not automatically be generalized to all college students or higher-education institutions.

Finally, the proposed Academic Resilience Enhancement Program was developed based on the findings of the study and the identified needs of the respondents. The program may include activities related to academic burnout awareness, coping skills, stress management, emotional regulation, help-seeking, perseverance, and positive adaptation to academic challenges. However, the proposed program was not implemented or evaluated within the scope of the present study. Therefore, the study did not make claims regarding the actual effectiveness of the proposed program in reducing academic burnout or improving academic resilience.

FRAMEWORK

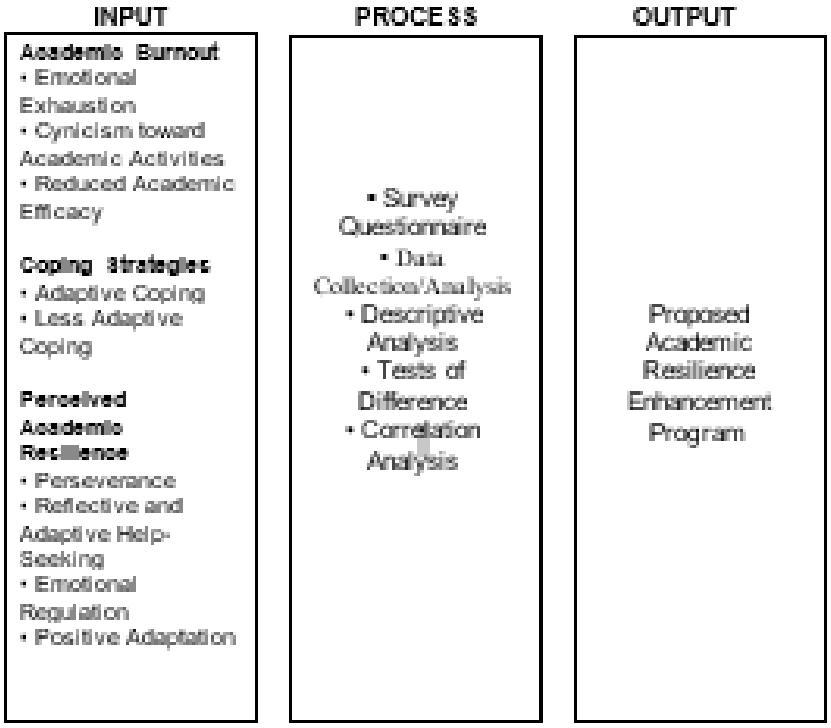


Figure 1. *Input–Process–Output (IPO) Framework of the Study*

The conceptual framework of the study was structured around the study variables, data collection and analysis, and the proposed program. It was designed to show the relationships among academic burnout, coping strategies, and perceived academic resilience without implying a cause-and-effect relationship. Since the study employed a descriptive-correlational design, the framework treated academic burnout, coping strategies, and perceived academic resilience as related study variables rather than strictly classifying them as independent and dependent variables.

The first component consisted of the Study Variables. Academic burnout was examined in terms of emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. Coping strategies were examined based on the strategies employed by students in managing academic burnout, including adaptive and less adaptive coping responses. Perceived academic resilience was assessed in terms of perseverance, reflective and adaptive help-seeking, emotional regulation, and positive adaptation to academic challenges. The demographic characteristics of the respondents, specifically age, sex, and academic program, were also considered in examining differences in academic burnout.

The second component consisted of Data Collection and Analysis. Data were gathered from officially enrolled fourth-year undergraduate students of a state university in the Philippines through an adapted survey questionnaire. The collected data were organized and statistically analyzed to determine the respondents' demographic profile, level of academic burnout, extent of perceived academic resilience, and coping strategies. Appropriate statistical procedures were also employed to determine differences in academic burnout according to demographic characteristics and relationships between coping strategies and perceived academic resilience, as well as between academic burnout and perceived academic resilience.

The third component was the Proposed Academic Resilience Enhancement Program. The findings of the study served as the empirical basis for developing a proposed program addressing the identified areas of academic burnout, coping, and academic resilience. Potential program components may include academic burnout awareness and prevention, stress management, time management, adaptive coping skills, emotional regulation, reflective and adaptive help-seeking, peer support, guidance referral orientation, resilience-building activities, and student wellness monitoring. The program was proposed based on the identified needs and findings of the study and was not implemented or evaluated within the scope of the present research.

Research Design

The study employed a quantitative descriptive-correlational research design. The quantitative approach was appropriate because the study collected numerical data through a structured questionnaire and used statistical procedures to describe and analyze the responses of the participants.

The descriptive component was used to determine the demographic profile of the respondents, the level of academic burnout, the extent of perceived academic resilience, and the coping strategies employed by the respondents. Academic burnout was described according to emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy, while perceived academic resilience was described according to perseverance, reflective and adaptive help-seeking, emotional regulation, and positive adaptation to academic challenges.

The correlational component was used to determine whether a significant relationship existed between academic burnout and perceived academic resilience among the respondents. The study also examined differences in academic burnout when respondents are grouped according to their demographic characteristics.

The descriptive-correlational design was appropriate because the study examined naturally occurring characteristics and relationships without manipulating the study variables. Thus, the findings indicated differences and associations, but they were not interpreted as evidence of cause-and-effect relationships.

Coping strategies were primarily treated as a descriptive and supporting variable. The study identified the coping strategies reported by the respondents in managing academic burnout; however, it did not establish that particular coping strategies cause changes in academic burnout or perceived academic resilience.

The findings generated from the study served as the basis for the development of the proposed Academic Resilience Enhancement Program. The proposed program was not implemented or experimentally evaluated within the present study.

Research Instruments

The study utilized an adapted survey questionnaire as the primary data-gathering instrument. The questionnaire was aligned with the Statement of the Problem, conceptual framework, and objectives of the study. It was composed of five parts: demographic profile, academic burnout, perceived academic resilience, coping strategies, and proposed Academic Resilience Enhancement Program components. The questionnaire used four-point Likert-type response formats appropriate to each section. For academic burnout and perceived academic resilience, the scale measured the respondents' level of agreement with each statement. For the proposed program components, the scale measured the respondents' perceived need for each proposed activity or intervention.

Part I – Demographic Profile. This section gathered information on the respondents' demographic characteristics in terms of age, sex, and academic program. The information was used to describe the distribution of the respondents and to determine whether there was a significant difference in the level of academic burnout when the respondents are grouped according to their demographic characteristics.

Part II – Academic Burnout. This section measured the respondents' level of academic burnout based on the dimensions reflected in the Maslach Burnout Framework as applied to the academic context. It assessed academic burnout in terms of emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. Emotional exhaustion refers to students' feelings of being emotionally drained, tired, and overwhelmed by academic responsibilities. Cynicism toward academic activities refers to students' detachment, loss of interest, indifference, or negative attitudes toward academic tasks and activities. Reduced academic efficacy refers to students' decreased perceptions of their ability to perform academic responsibilities effectively and accomplish academic requirements. Higher scores in this section indicated a higher level of academic burnout based on the scoring and interpretation of the final validated questionnaire.

Part III – Perceived Academic Resilience. This section measured the respondents' extent of perceived academic resilience and was adapted from the Academic Resilience Scale–30 (ARS-30) framework. It assessed perceived academic resilience in terms of perseverance, reflective and adaptive help-seeking, emotional regulation, and positive adaptation to academic challenges. Perseverance refers to students' ability to continue working toward their academic goals despite difficulties and setbacks. Reflective and adaptive help-seeking refers to students' ability to recognize academic difficulties, reflect on their needs, and seek appropriate assistance when necessary. Emotional regulation refers to students' ability to manage frustration, disappointment, pressure, and other emotional responses associated with academic challenges. Positive adaptation to academic challenges refers to students' ability to learn from academic setbacks and adjust their approaches constructively. Higher scores in this section indicated stronger perceived academic resilience.

Part IV – Coping Strategies. This section identified the coping strategies employed by the respondents in managing academic burnout and academic-related difficulties. It determined the frequency with which students use different coping responses. The items included both adaptive and less adaptive coping strategies. Adaptive coping strategies may include planning, time management, problem-solving, seeking support, acceptance, positive reframing, prayer or faith-based coping, taking appropriate breaks, rest, and participation in healthy activities. Less adaptive coping strategies may include avoidance, delay, self-blame,

withdrawal, denial, distraction, disengagement, and expression of frustration. The section also included help-seeking responses where applicable to the final adapted questionnaire. The results were used primarily to describe the coping strategies employed by the respondents and to provide supporting information for the development of the proposed Academic Resilience Enhancement Program. Higher scores on an individual item indicated more frequent use of the particular coping strategy and were interpreted according to whether the strategy represented an adaptive or less adaptive response.

Part V – Proposed Academic Resilience Enhancement Program Components. This section determined the respondents' perceived need for possible components of the proposed Academic Resilience Enhancement Program. The items identified areas that might be prioritized based on the needs perceived by the respondents. The possible program components included academic burnout awareness and prevention, stress management, time management and academic workload management, adaptive coping skills development, emotional regulation, reflective and adaptive help-seeking, peer support, guidance and counseling referral orientation, resilience-building activities, and student wellness monitoring. The responses in this section provided supplementary needs-assessment information for the development of the proposed Academic Resilience Enhancement Program. The findings were considered together with the results on academic burnout, coping strategies, and perceived academic resilience in determining the priority activities and interventions to be included in the proposed program.

Data Gathering Procedures

The researcher first secured approval from the research adviser, Graduate School, and other concerned institutional authorities before proceeding with the conduct of the study. After obtaining the necessary approvals, the researcher formally requested permission from the authorized office of Agusan del Sur State University (ADSSU) to conduct the study among the officially enrolled fourth-year undergraduate students during Academic Year 2026–2027. The researcher also coordinated with the appropriate college offices and concerned personnel to obtain the necessary enrollment information for the identification and proportional allocation of the respondents across the six colleges.

Upon approval to conduct the study, the researcher finalized the validated and reliable adapted survey questionnaire and the informed consent form. The questionnaire was administered only after incorporating the recommendations of the three expert validators and establishing the reliability of the instrument. Before answering the questionnaire, the selected respondents were informed about the purpose and procedures of the study, the nature of their participation, the confidentiality and privacy of their responses, and their right to decline participation or withdraw from the study at any time without penalty or adverse consequences. Only students who voluntarily provided informed consent participated in the study.

The respondents were selected through stratified random sampling with proportional allocation, wherein each college served as a stratum. Based on the total population of 1,715 fourth-year undergraduate students, a sample of 314 respondents was proportionately allocated among the six colleges. The researcher coordinated with the appropriate offices to identify eligible respondents and conducted the random selection based on the established sample allocation.

The validated questionnaire could be administered through printed questionnaires or an approved online survey platform, depending on the accessibility of the respondents and the requirements or permission of the institution. Before the administration, the researcher provided clear instructions regarding the purpose of the questionnaire and the appropriate manner of answering each section. Sufficient time was provided for the respondents to complete the questionnaire without unnecessary pressure.

After the designated data-gathering period, the researcher retrieved the accomplished printed questionnaires or downloaded the responses from the approved online survey platform. The collected responses were reviewed and screened for completeness, consistency, and eligibility for analysis. Duplicate responses, substantially incomplete questionnaires, and responses that do not meet the established inclusion criteria were excluded from the final dataset in accordance with the approved research protocol.

The valid responses were then encoded, organized, and tabulated for statistical analysis. The researcher ensured that the data were stored securely and that respondents' identities and individual responses remained confidential. The processed data were subjected to the appropriate statistical treatments identified in the study, including frequency and percentage for the demographic profile, mean for the level of academic burnout and perceived academic resilience, appropriate descriptive statistics for coping strategies, tests of difference for academic burnout according to demographic characteristics, and Pearson product-moment correlation for the specified relationships. The results were subsequently interpreted according to the research questions and served as the empirical basis for the development of the proposed Academic Resilience Enhancement Program.

III. RESULTS

This chapter presents the results of the data analysis conducted in the study on academic burnout, perceived academic resilience, and coping strategies among college students. The collected data are organized, analyzed, and interpreted in accordance with the Statement of the Problem presented in Chapter 1 and the statistical procedures described in Chapter 3. The findings are presented through appropriate statistical tables and narrative explanations to facilitate systematic interpretation. Frequency and percentage distributions are used to describe the demographic profile of the respondents, while weighted means and verbal interpretations are used to determine the levels of academic burnout, perceived academic resilience, and coping strategies. Inferential statistical procedures are likewise employed to determine whether significant differences exist in academic burnout when respondents are grouped according to their demographic characteristics and whether significant relationships exist between academic burnout and perceived academic resilience. The findings presented in this chapter provide the empirical basis for the discussion of results in Chapter 5 and the development of the proposed Academic Resilience Enhancement Program in Chapter 6.

Table 1. *Demographic profile of the respondents in terms of Age*

Age	Frequency	Percentage
18 – 20 years old	22	6.8
21 – 23 years old	245	75.9
24 – 26 years old	47	14.6
27 years old or older	7	2.2
Prefer not to answer	2	0.6
Total	**323**	**100**

The table presents the age distribution of the 323 respondents. The majority were 21–23 years old, comprising 245 respondents (75.9%). This was followed by respondents aged 24–26 years old, with 47 respondents (14.6%), while 22 respondents (6.8%) were aged 18–20 years old. Only 7 respondents (2.2%) were 27 years old or older, and 2 respondents (0.6%) preferred not to disclose their age.

The findings indicate that the respondents were predominantly young adults aged 21–23 years old, showing that the sample was heavily concentrated within this age group. This suggests that the study primarily reflects the experiences, perceptions, and characteristics of respondents within this particular stage of adulthood. The relatively small representation of respondents aged 27 years and above indicates that their perspectives are less represented in the overall sample.

The age distribution implies that programs, interventions, and recommendations arising from the study should consider the developmental, educational, and social characteristics of young adults. At the same time, the limited representation of older respondents should be considered when interpreting and generalizing the findings across different age groups. Demographic characteristics are important in educational research because they provide context for understanding the composition of the respondents and interpreting differences in their experiences and perceptions.

This consideration is consistent with the Commission on Higher Education (CHED, 2026) emphasis on the use of reliable higher education data to support evidence-based planning, policy development, and decision-making in the Philippine higher education sector.

Table 2. presents the frequency and percentage distribution of the respondents according to sex.

Table 2. *Demographic profile of the respondents in terms of Sex*

Sex	Frequency	Percentage
Male	119	36.8
Female	201	62.2
Prefer not to answer	2	0.6
Self-describe	1	0.3
Total	**323**	**100**

The table presents the distribution of the 323 respondents according to sex. The majority were female, with 201 respondents (62.2%), while 119 respondents (36.8%) were male. Meanwhile, 2 respondents (0.6%) preferred not to answer, and 1 respondent (0.3%) selected the self-describe category. Thus, the sample was predominantly female, with females comprising nearly two-thirds of the respondents.

The findings indicate that female respondents were substantially more represented than male respondents in the study. This distribution suggests that the experiences, perceptions, and responses reflected in the overall results may be more strongly

influenced by the female participants. The very small proportions of respondents who preferred not to answer or who self-described also indicate that these categories have limited representation in the sample. Nevertheless, the distribution provides a clear demographic profile of the respondents and establishes an important basis for interpreting the succeeding findings of the study.

The predominance of female respondents implies that the results may particularly reflect the perspectives and experiences of women within the population investigated. This should be considered when interpreting the overall findings and when making recommendations based on the study. If the study examines differences according to sex, the unequal number of male and female respondents should likewise be considered in the selection and interpretation of the appropriate statistical procedures. The finding does not, however, imply that the observed responses are caused by sex; rather, sex is an important characteristic for describing the composition of the sample and for examining possible differences where theoretically and statistically appropriate.

The finding is also supported by recent Philippine higher education data. The Commission on Higher Education (CHED, 2024) includes sex-disaggregated enrollment statistics by institution type, program level, and other categories, demonstrating the continued relevance of sex-disaggregated data in describing the higher education population. More recent CHED regional data for Academic Year 2024–2025 likewise show that female students constituted a larger share of enrollment in several disciplines, including Education Science and Teacher Training (74.9%) and Business Administration and Related Disciplines (61.7%). These patterns provide contextual support for the present finding of 62.2% female respondents, although the distribution in the current study should be interpreted primarily in relation to its specific population, institution, and research setting.

Table 3. presents the frequency and percentage distribution of the respondents according to academic program.

Table 3. *Demographic profile of the respondents in terms of Academic Program*

Academic Program	Frequency	Percentage
College of Teacher Education	130	40.2
College of Agriculture	69	21.4
College of Engineering and Industrial Technology	64	19.8
College of Computing and Information Sciences	25	7.7
College of Arts and Science	20	6.2
College of Business Administration	15	4.6
Total	**323**	**100**

The table presents the distribution of the 323 respondents according to academic program. The College of Teacher Education has the largest representation, with 130 respondents (40.2%), followed by the College of Agriculture with 69 respondents (21.4%) and the College of Engineering and Industrial Technology with 64 respondents (19.8%).

The College of Computing and Information Sciences accounts for 25 respondents (7.7%), while the College of Arts and Science has 20 respondents (6.2%). The College of Business Administration has the smallest representation, with 15 respondents (4.6%).

Overall, the respondents represent six academic programs, although the sample is largely concentrated in Teacher Education, Agriculture, and Engineering and Industrial Technology.

The findings indicate that Teacher Education students constitute the largest proportion of the sample, representing approximately two-fifths of all respondents. This may reflect the size of the program population or the sampling distribution within the institution.

The representation of students from Agriculture and Engineering and Industrial Technology also indicates that the study includes respondents from programs with different academic orientations and learning environments.

However, the unequal distribution across academic programs should be considered when interpreting the overall findings, particularly if academic-program differences are examined in the succeeding analyses.

The distribution implies that the study captures perspectives from students with diverse academic backgrounds, which can strengthen the breadth of the findings. At the same time, because Teacher Education students comprise the largest group, their responses may have a greater influence on the overall results.

Therefore, conclusions concerning academic-program differences should be made carefully, particularly for programs with relatively small numbers of respondents. If comparisons among academic programs are conducted, appropriate statistical procedures should be used to determine whether observed differences are statistically meaningful rather than simply reflecting differences in group size.

The finding is supported by recent Philippine higher education data emphasizing the importance of examining students according to their field of study and academic program. The Commission on Higher Education (CHED, 2024) provides disaggregated higher education statistics across different disciplines and program areas, demonstrating substantial variation in student enrollment among academic fields.

Recent CHED statistics also show considerable enrollment in education, agriculture, engineering, information and computing, arts and sciences, and business-related disciplines, which are similarly represented in the present study.

Such program-level information is important in understanding the composition of higher education populations and in developing programs and interventions that are responsive to the

Table 4. *Level of academic burnout among college students in terms of Emotional Exhaustion*

Indicators	Mean	VI
1. I feel emotionally drained after working on academic requirements.	2.78	O
2. I feel tired when I think about the academic tasks I still need to complete.	2.81	O
3. I feel exhausted after completing academic tasks.	2.66	O
4. I need a long time to regain energy after a demanding school day.	2.72	O
5. I feel overwhelmed by the amount of academic work assigned to me.	2.69	O
6. I feel mentally tired while completing academic requirements.	2.72	O
7. I have difficulty sustaining attention after prolonged academic work.	2.58	O
8. I use most of my available energy on academic responsibilities.	2.79	O
9. I feel worn out when several academic deadlines are near.	2.86	O
10. I still feel tired after resting following intense academic work.	2.68	O
General Assessment	**2.73**	**O**

Legend: 3.26–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.76–2.50 Sometimes (S); 1.00–1.75 Never (N)

The table presents the level of academic burnout among college students in terms of emotional exhaustion. The overall mean of 2.73, verbally interpreted as Often, indicates that respondents frequently experience emotional and mental fatigue associated with their academic responsibilities. Among the indicators, the highest mean was 2.86 for the statement, “I feel worn out when several academic deadlines are near,” suggesting that approaching deadlines are a prominent source of exhaustion among the respondents. This was followed by “I feel tired when I think about the academic tasks I still need to complete” (M = 2.81) and “I use most of my available energy on academic responsibilities” (M = 2.79). The lowest mean was 2.58 for “I have difficulty sustaining attention after prolonged academic work,” although it remained within the Often category. Overall, the results demonstrate that emotional exhaustion is a recurring experience among the college students surveyed.

The findings suggest that academic demands and the accumulation of school requirements may contribute substantially to students' emotional exhaustion. The particularly high rating associated with approaching deadlines indicates that workload management and time pressure may be important factors in students' experience of burnout. Similarly, the frequent feeling of tiredness when thinking about unfinished academic tasks suggests that academic demands may extend beyond actual study periods and continue to occupy students' mental resources. Although difficulty sustaining attention received the lowest mean, its interpretation as Often indicates that cognitive fatigue remains a relevant concern among the respondents. Thus, the results reflect a pattern of recurring rather than occasional exhaustion.

The findings imply that colleges and universities may need to strengthen academic workload management, time-management support, student advising, and accessible mental health and well-being initiatives. Faculty members may also consider coordinating major requirements and deadlines when feasible to minimize excessive clustering of academic demands. The results further suggest the value of early identification of students experiencing persistent exhaustion so that appropriate academic and psychosocial support can be provided. Importantly, the findings should be interpreted as evidence of the frequency of burnout-related experiences, rather than as a clinical diagnosis of burnout.

Recent research supports the relevance of these findings. Madigan and Curran (2021) found that academic burnout is associated with poorer academic achievement, highlighting the importance of addressing burnout within educational settings. More recent evidence has likewise emphasized that college students experience substantial academic and psychological demands that can affect their well-being and educational functioning. The present finding of an “Often” level of emotional exhaustion (M = 2.73) therefore reinforces the need for institutions to address academic demands alongside student well-being.

Table 5. presents the mean ratings and verbal interpretations of the respondents' level of academic burnout in terms of cynicism toward academic activities.

Table 5. *Level of academic burnout among college students in terms of Cynicism toward Academic Activities*

Indicators	Mean	VI
1. I feel less interested in academic activities than I did earlier in the semester.	2.29	S
2. I question the value of some academic requirements.	2.33	S
3. I feel detached while completing academic responsibilities.	2.34	S
4. I consider some academic activities unrelated to my learning goals.	2.27	S
5. I participate in some academic activities only to meet a requirement.	2.54	O
6. I feel little enthusiasm for some academic tasks.	2.46	S
7. I have little motivation to begin some academic requirements.	2.65	O
8. I put little personal effort into academic activities that seem unimportant to me.	2.44	S
9. I feel indifferent about the outcome of some school requirements.	2.41	S
10. I have difficulty connecting some academic activities to my personal goals.	2.39	S
General Assessment	**2.41**	**S**

Legend: 3.26–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.76–2.50 Sometimes (S); 1.00–1.75 Never (N)

The table presents the level of academic burnout among college students in terms of cynicism toward academic activities. The overall mean of 2.41, verbally interpreted as Sometimes, indicates that respondents occasionally experience detachment, reduced enthusiasm, and decreased motivation toward their academic responsibilities. The highest mean was 2.65 for the statement, “I have little motivation to begin some academic requirements,” which was interpreted as Often. This suggests that difficulty initiating certain academic tasks is the most frequently experienced manifestation of cynicism among the respondents. This was followed by “I participate in some academic activities only to meet a requirement” (M = 2.54), also interpreted as Often. In contrast, the lowest mean was 2.27 for “I consider some academic activities unrelated to my learning goals,” interpreted as Sometimes. Overall, the results indicate that while cynicism toward academic activities is not consistently experienced, certain forms of reduced motivation and participation occur with greater frequency.

The findings suggest that students generally maintain a degree of engagement with their academic activities, but some students experience periods of reduced motivation, particularly when initiating requirements or when activities are perceived primarily as obligations. The fact that most indicators were rated Sometimes indicates that cynicism is present but does not appear to be pervasive across the entire academic experience of the respondents. Nevertheless, the two indicators rated Often point to possible concerns regarding students' motivation and their sense of purpose in completing academic requirements. This pattern may also suggest that academic burnout is multidimensional, with emotional exhaustion potentially occurring more frequently than cynical attitudes toward academic activities.

The findings imply that higher education institutions and faculty members may strengthen strategies that promote student engagement, meaningful learning, autonomy, and connection between academic activities and students' personal or career goals. Providing opportunities for students to understand the relevance and practical application of academic requirements may help reduce purely compliance-based participation. Faculty members may also consider incorporating interactive learning approaches, timely feedback, manageable academic requirements, and activities that allow students to connect course content with their future professional goals. These approaches may help address declining motivation before it develops into more persistent academic disengagement.

The finding is supported by recent research emphasizing the relationship between students' academic motivation, engagement, and burnout. Salmela-Aro and Upadyaya (2014) explain that academic burnout is associated with exhaustion, cynicism, and feelings of inadequacy, while motivational and engagement-related factors can influence how students respond to academic demands. More recent evidence also emphasizes the importance of student engagement and supportive learning environments in promoting students' academic well-being. In the present study, the Sometimes level of cynicism (M = 2.41) suggests that although students are not generally experiencing strong academic detachment, the relatively frequent occurrence of reduced motivation to begin requirements warrants attention as a potential early indicator of academic disengagement.

Table 6. presents the mean ratings and verbal interpretations of the respondents' level of academic burnout in terms of reduced academic efficacy.

Table 6. *Level of academic burnout among college students in terms of Reduced Academic Efficacy*

Indicators	Mean	VI
1. I doubt that I can complete difficult academic tasks successfully.	2.56	O
2. I have difficulty meeting the performance standards set for my academic work.	2.53	O
3. I have difficulty identifying successful results in my academic work.	2.47	S
4. I feel unable to meet some academic expectations.	2.46	S
5. I doubt that my academic effort will lead to the result I intend.	2.51	O
6. I feel less confident when I begin a challenging academic task.	2.54	O
7. I feel unprepared to handle some academic responsibilities.	2.54	O
8. I overlook academic tasks that I have completed successfully.	2.54	O
9. I have difficulty adjusting my approach when I do not meet an academic goal.	2.52	O
10. I feel that my academic progress is slower than I expect.	2.56	O
General Assessment	**2.52**	**O**

Legend: *3.26–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.76–2.50 Sometimes (S); 1.00–1.75 Never (N)*

The table presents the level of academic burnout among college students in terms of reduced academic efficacy. The overall mean of 2.52, verbally interpreted as Often, indicates that respondents frequently experience doubts about their academic capabilities, difficulty managing challenging requirements, and concerns about their academic progress. The highest mean of 2.56 was obtained by two indicators: “I doubt that I can complete difficult academic tasks successfully” and “I feel that my academic progress is slower than I expect,” both interpreted as Often. These findings suggest that students' confidence in handling demanding academic tasks and their perceptions of progress are notable concerns. The lowest mean was 2.46 for “I feel unable to meet some academic expectations,” interpreted as Sometimes, indicating that although some students experience difficulty meeting expectations, this concern is less frequently reported than doubts about completing difficult tasks and perceived slow progress.

The findings indicate that reduced academic efficacy is a recurring experience among the respondents. The overall rating of Often suggests that students may frequently question their ability to perform effectively, particularly when faced with challenging academic requirements. The clustering of most indicators around the 2.50 level further suggests that concerns about competence, preparedness, academic performance, and progress are relatively common. This pattern is important because reduced perceptions of competence may affect students' motivation, persistence, and willingness to engage with demanding academic tasks.

The findings imply that educational institutions and faculty members should provide opportunities that strengthen students' academic confidence, self-efficacy, and sense of accomplishment. Academic support programs may include structured feedback, tutoring, mentoring, study-skills development, realistic goal setting, and opportunities for students to recognize incremental progress. Faculty members may also provide clear performance expectations and constructive feedback that helps students understand how they can improve rather than focusing solely on grades or deficiencies. Such interventions may help students develop greater confidence in managing challenging academic responsibilities and reduce the likelihood that repeated academic difficulties will contribute to burnout.

Recent literature supports the importance of academic efficacy in understanding student well-being and academic burnout. Madigan and Curran (2021) found that burnout is associated with poorer academic achievement, emphasizing the importance of addressing students' academic functioning alongside their well-being. In addition, Salmela-Aro and Upadyaya (2014) identified academic burnout as involving exhaustion, cynicism, and reduced feelings of competence, highlighting the relationship between students' experiences of academic demands and their perceptions of effectiveness. In the present study, the Often level of reduced academic efficacy (M = 2.52) suggests that students' doubts about their academic capability and progress warrant attention as an important component of their overall academic burnout.

Table 7. *Extent do college students perceive themselves to be academically resilient in terms of Perseverance*

	Indicators	Mean	VI
1.	I continue working when an academic task is difficult.	3.10	O
2.	I try again after an unsuccessful academic attempt.	3.13	O
3.	I continue working toward an academic goal when difficulties occur.	3.10	O
4.	I set a specific next step after an academic setback.	3.01	O
5.	I return to a challenging academic task after taking a break.	2.98	O
6.	I continue studying when I feel discouraged.	2.97	O
7.	I complete the next required step when academic progress is slow.	2.93	O
8.	I make another attempt when my first approach does not work.	3.13	O
9.	I maintain effort when an academic task takes longer than expected.	3.05	O
10.	I continue until I complete an important academic requirement.	3.16	O
	General Assessment	**3.06**	**O**

Legend: 3.26–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.76–2.50 Sometimes (S); 1.00–1.75 Never (N)

The table presents the extent of academic resilience among college students in terms of perseverance. The overall mean of 3.06, verbally interpreted as Often, indicates that respondents frequently demonstrate persistence when facing academic difficulties and setbacks. The highest mean was 3.16 for the statement, “I continue until I complete an important academic requirement,” suggesting that students are generally willing to sustain their effort until they accomplish important academic responsibilities. This was followed by “I try again after an unsuccessful academic attempt” and “I make another attempt when my first approach does not work,” both with a mean of 3.13, also interpreted as Often. The lowest mean was 2.93 for “I complete the next required step when academic progress is slow,” although this remained within the Often category. Overall, the findings indicate that perseverance is frequently demonstrated by the respondents despite academic challenges, setbacks, and slow progress.

The results suggest that the respondents possess a relatively consistent capacity to persist in academic tasks, particularly when completing important requirements and recovering from unsuccessful attempts. Their willingness to continue working, try alternative approaches, and maintain effort despite difficulties indicates that they are able to sustain goal-directed behavior when confronted with academic challenges. However, the slightly lower rating for completing the next step when progress is slow may indicate that maintaining momentum during prolonged or less immediately rewarding academic tasks can be more challenging. Nevertheless, the overall rating of Often demonstrates that perseverance is a notable characteristic of the respondents' academic resilience.

The findings imply that colleges and universities can further strengthen academic resilience by providing learning environments that encourage persistence, adaptive coping, goal setting, and constructive responses to academic setbacks. Faculty members may help students develop perseverance by breaking complex requirements into manageable steps, providing timely feedback, recognizing progress, and encouraging students to view mistakes as opportunities for learning. Academic advising, peer mentoring, and structured study-support programs may likewise help students sustain their efforts when academic progress becomes slow or difficult. Strengthening these practices may also help students cope with academic demands and potentially reduce the negative effects associated with academic burnout.

Recent research supports the importance of perseverance and adaptive responses to academic difficulties in promoting student resilience. Liu et al. (2025) found that socio-emotional skills, particularly perseverance, task performance, and emotional control, were positively associated with academic resilience across students from 31 countries and regions. The findings suggest that students who are better able to sustain effort and regulate their responses to challenges are more likely to demonstrate academic resilience. In addition, Li et al. (2024) found that resilience was positively associated with college students’ academic performance through self-regulation behaviors, with grit and social support strengthening these effects. In the Philippine context, Samoy et al. (2025) reported that hope and social support significantly predicted academic resilience among 641 college students, further emphasizing the importance of both personal and contextual resources in helping students cope with academic challenges. Consistent with these findings, the present study obtained an Often level of perseverance (M = 3.06), indicating that respondents frequently persist in completing academic requirements, attempt tasks again after setbacks, and maintain effort despite difficulties. This suggests that perseverance is an important strength of the respondents and may be further developed through institutional programs that promote self-regulation, supportive learning environments, goal setting, and adaptive coping strategies.

Table 8. presents the mean ratings and verbal interpretations of the extent to which the respondents perceive themselves to be academically resilient in terms of reflective and adaptive help-seeking.

Table 8. *Extent do college students perceive themselves to be academically resilient in terms of Reflective and Adaptive Help-Seeking*

Indicators	Mean	VI
1. I ask a question when I do not understand an academic topic.	3.01	O
2. I request guidance from an instructor when I encounter an academic difficulty.	2.77	O
3. I ask a classmate or peer for assistance with a specific academic task.	3.07	O
4. I identify when an academic task requires support from another person.	2.94	O
5. I use feedback to revise my academic work.	3.02	O
6. I review an academic mistake to identify what I can change.	3.02	O
7. I change my study method when it does not produce the intended result.	2.97	O
8. I use an available academic resource when I need assistance.	3.02	O
9. I apply a lesson from a previous academic difficulty to a new challenge.	2.98	O
10. I select a source of help that matches the academic difficulty I face.	3.02	O
General Assessment	**2.98**	**O**

Legend: 3.26–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.76–2.50 Sometimes (S); 1.00–1.75 Never (N)

The table presents the extent of academic resilience among college students in terms of reflective and adaptive help-seeking. The overall mean of 2.98, verbally interpreted as Often, indicates that respondents frequently seek assistance, reflect on academic difficulties, and modify their approaches when they encounter challenges. The highest mean was 3.07 for the statement, "I ask a classmate or peer for assistance with a specific academic task," suggesting that peers are an important source of academic support for the respondents. This was followed by "I use feedback to revise my academic work," "I review an academic mistake to identify what I can change," "I use an available academic resource when I need assistance," and "I select a source of help that matches the academic difficulty I face," each with a mean of 3.02. The lowest mean was 2.77 for "I request guidance from an instructor when I encounter an academic difficulty," although it remained within the Often category. Overall, the findings indicate that students frequently engage in help-seeking and adaptive behaviors when addressing academic challenges.

The findings suggest that the respondents demonstrate a positive tendency to recognize academic difficulties and respond by seeking appropriate assistance or modifying their strategies. The higher rating for seeking help from classmates indicates that peer support may be more readily utilized than instructor assistance. This may be attributed to the accessibility, familiarity, and perceived comfort of communicating with peers. The results also show that students are willing to use feedback, examine mistakes, and change their study methods, suggesting that help-seeking is not limited to simply asking for assistance but also includes reflective and adaptive behaviors that can facilitate learning and academic recovery.

The findings imply that higher education institutions can strengthen academic resilience by creating a learning environment where help-seeking is encouraged, accessible, and viewed as a constructive learning behavior rather than a sign of academic weakness. Faculty members may strengthen consultation opportunities, provide approachable academic guidance, and establish structured feedback mechanisms. Peer tutoring, mentoring programs, collaborative learning activities, and academic support services may also be expanded because students appear to rely considerably on classmates when encountering academic difficulties. Strengthening connections between peer support and formal institutional support may encourage students to seek assistance from instructors and other academic resources when more specialized guidance is required.

Recent research supports the role of adaptive help-seeking as an important component of students' academic resilience and successful adjustment to academic challenges. Li et al. (2024) found that resilience was positively associated with students' academic functioning, while self-regulation behaviors and social support helped explain how students were able to maintain effective academic performance when facing difficulties. Similarly, Gonida et al. (2019) emphasized that academic help-seeking functions as a self-regulated learning strategy that enables students to recognize learning difficulties, seek appropriate assistance, and take a more active role in addressing academic challenges. More recently, Sithaldeen (2025) highlighted that help-seeking behaviors can strengthen students' sense of belonging and contribute to successful academic recovery, emphasizing the value of supportive interactions with peers, faculty, and academic support personnel. In the Philippine context, Lobo (2024) likewise reported a positive relationship between academic resilience and perceived instructor emotional support among college students, demonstrating the importance of supportive academic relationships in fostering resilience. Consistent with these findings, the present study obtained an Often level of reflective and adaptive help-seeking (M = 2.98), indicating that respondents frequently seek assistance, use feedback, reflect on academic mistakes, and modify their approaches when encountering academic difficulties. This suggests that reflective and adaptive help-seeking represents an important strength that can be further enhanced

through accessible academic advising, peer-support programs, instructor consultation, and other institutional support mechanisms.

Table 9. presents the mean ratings and verbal interpretations of the extent to which the respondents perceive themselves to be academically resilient in terms of emotional regulation.

Table 9. *Extent do college students perceive themselves to be academically resilient in terms of Emotional Regulation*

Indicators	Mean	VI
1. I pause before responding when I feel pressure from an academic task.	3.05	O
2. I manage my emotional response after receiving a disappointing academic result.	2.95	O
3. I reduce my frustration before continuing a difficult academic task.	2.93	O
4. I organize my thoughts when I feel academically stressed.	3.00	O
5. I use a specific strategy to keep strong emotions from interrupting academic work.	2.97	O
6. I use a healthy activity to manage academic stress.	2.94	O
7. I resume academic work after an emotional reaction to a setback.	2.96	O
8. I identify the emotion I am experiencing during academic pressure.	2.96	O
9. I ask for time or support when my emotions interfere with academic work.	2.89	O
10. I adjust my emotional response during a demanding academic situation.	2.94	O
General Assessment	**2.96**	**O**

Legend: *3.25–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.75–2.50 Sometimes (S); 1.00–1.75 Never (N)*

The table presents the extent of academic resilience among college students in terms of emotional regulation. The overall mean of 2.96, verbally interpreted as Often, indicates that respondents frequently regulate their emotions when experiencing academic pressure, stress, disappointment, and setbacks. The highest mean was 3.05 for the statement, “I pause before responding when I feel pressure from an academic task,” suggesting that respondents commonly take time to manage their immediate emotional reactions before responding to demanding academic situations. This was followed by “I organize my thoughts when I feel academically stressed” (M = 3.00). The lowest mean was 2.89 for “I ask for time or support when my emotions interfere with academic work,” although this was still interpreted as Often. Overall, the findings show that emotional regulation is a frequently practiced component of academic resilience among the respondents**.**

The findings indicate that the respondents generally demonstrate an ability to manage, adjust, and recover from emotional reactions associated with academic challenges. Their tendency to pause before responding and organize their thoughts during stressful situations suggests that they are capable of regulating their emotional responses rather than immediately reacting to academic pressure. The relatively consistent means across the indicators further indicate that emotional regulation is demonstrated in different situations, including disappointing results, frustration, stress, and academic setbacks. However, the comparatively lowest mean for seeking time or support when emotions interfere with academic work suggests that students may be more likely to regulate their emotions independently than to seek external assistance.

The findings imply that higher education institutions should continue strengthening students’ emotional regulation and adaptive coping skills as part of academic resilience programs. Faculty members, guidance personnel, and student-support units may provide activities that develop stress management, emotional awareness, cognitive reappraisal, and constructive responses to academic setbacks. Students may also be encouraged to recognize situations in which self-regulation is insufficient and appropriate support is needed. Such interventions can help students maintain academic functioning while managing the emotional demands associated with college life.

Recent research provides strong support for the role of emotional regulation in resilience. Stover et al. (2024), through a meta-analysis, found a positive relationship between cognitive reappraisal and personal resilience, indicating that the ability to reinterpret stressful experiences adaptively is associated with greater resilience. Similarly, Ning et al. (2024) found that cognitive reappraisal and resilience played important roles in the psychological functioning of undergraduate nursing students, supporting the value of strengthening emotion-regulation strategies among university students. In addition, Alharbi et al. (2024) reported that emotion regulation was positively connected with resilient behavior among university students, emphasizing the importance of developing emotional regulation skills as part of resilience-building efforts. Consistent with these findings, the present study

obtained an Often level of emotional regulation (M = 2.96), indicating that respondents frequently use emotional-regulation behaviors when dealing with academic pressure and setbacks. This suggests that emotional regulation is an important existing strength that can be further enhanced through structured resilience, well-being, and student-support programs.

Table 10. presents the mean ratings and verbal interpretations of the extent to which the respondents perceive themselves to be academically resilient in terms of positive adaptation to academic challenges.

Table 10. *Extent do college students perceive themselves to be academically resilient in terms of Positive Adaptation to Academic Challenges*

Indicators	Mean	VI
1. I adjust when an academic requirement changes.	2.99	O
2. I revise my study routine when it is disrupted.	2.84	O
3. I identify one improvement I can make after an academic challenge.	2.94	O
4. I use a lesson from a difficult academic experience in later schoolwork.	2.94	O
5. I change my strategy when an academic situation changes.	2.85	O
6. I continue completing essential academic tasks while adjusting to a challenge.	2.93	O
7. I prepare differently after experiencing an academic difficulty.	2.93	O
8. I identify a realistic way to address an academic difficulty.	2.88	O
9. I resume studying after an academic setback.	2.95	O
10. I use experience from an earlier challenge when responding to a new one.	3.00	O
General Assessment	**2.92**	**O**

Legend: *3.25–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.75–2.50 Sometimes (S); 1.00–1.75 Never (N)*

The table presents the extent of academic resilience among college students in terms of positive adaptation to academic challenges. The overall mean of 2.92, verbally interpreted as Often, indicates that respondents frequently demonstrate the ability to adjust their behaviors, strategies, and study practices when confronted with academic difficulties or changes. The highest mean was 3.00 for the statement, “I use experience from an earlier challenge when responding to a new one,” suggesting that respondents commonly draw on previous experiences when dealing with new academic challenges. This was followed by “I adjust when an academic requirement changes” (M = 2.99) and “I resume studying after an academic setback” (M = 2.95). The lowest mean was 2.84 for “I revise my study routine when it is disrupted,” although it remained within the Often category. Overall, the findings indicate that students frequently demonstrate adaptive behaviors when responding to academic challenges.

The findings suggest that respondents possess a generally positive capacity to adapt to changing and difficult academic circumstances. Their ability to draw lessons from previous experiences and apply them to new challenges indicates reflective learning and adaptive problem-solving. The relatively consistent ratings across the indicators also suggest that positive adaptation is demonstrated through several behaviors, including modifying strategies, continuing essential academic tasks, preparing differently after difficulties, and returning to academic work following setbacks. However, the lower rating for revising study routines when disrupted may indicate that maintaining consistent study habits during unexpected changes remains a relatively more challenging aspect of adaptation.

The findings imply that colleges and universities can strengthen academic resilience by providing students with opportunities to develop adaptive problem-solving, flexible study strategies, reflective learning, and effective coping skills. Faculty members may help students anticipate academic changes, develop alternative study strategies, and reflect on previous difficulties to identify approaches that can be applied to future challenges. Academic advising, mentoring, peer support, and resilience-building activities may also assist students in developing flexible responses to disruptions in their academic routines. These efforts may help students maintain academic engagement while adjusting to changing requirements and unexpected difficulties.

Recent research supports the importance of positive adaptation in academic resilience. Li et al. (2024) found that resilience was positively associated with students' academic performance and that self-regulation behaviors, grit, and social support contributed to students' ability to maintain effective academic functioning despite challenges. Similarly, Liu et al. (2025) reported that socio-emotional skills, including perseverance and emotional regulation, are important predictors of academic resilience across diverse student populations. These findings suggest that resilience involves not simply enduring academic difficulties but also adjusting strategies, learning from previous experiences, and continuing goal-directed behavior. Consistent with this evidence, the present study obtained an Often level of positive adaptation to academic challenges (M = 2.92), indicating that respondents generally demonstrate adaptive behaviors when faced with changes, setbacks, and academic difficulties. This

represents an important strength that can be further developed through institutional programs focused on adaptive learning, self-regulation, and student resilience.

Table 11. *Coping strategies are employed by college students in managing academic burnout in terms of Problem-Focused Coping*

Indicators	Mean	VI
1. I make a written or mental plan for my academic responsibilities.	2.65	O
2. I divide a large academic task into smaller steps.	2.80	O
3. I rank academic requirements according to deadline and importance.	2.87	O
4. I schedule time for specific academic requirements.	2.93	O
5. I list possible solutions to an academic problem.	2.73	O
6. I begin with one manageable action when I notice an academic difficulty.	2.86	O
7. I change my study method when it is ineffective.	2.83	O
8. I use an academic resource to address a specific problem.	2.83	O
9. I seek advice from a person who can address my academic concern.	2.90	O
10. I monitor whether my plan is improving the academic situation.	2.86	O
General Assessment	**2.83**	**O**

Legend: *3.25–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.75–2.50 Sometimes (S); 1.00–1.75 Never (N)*

The table presents the coping strategies employed by college students in managing academic burnout in terms of problem-focused coping. The overall mean of 2.83, verbally interpreted as Often, indicates that respondents frequently use strategies that directly address the source of their academic difficulties. The highest mean was 2.93 for the statement, "I schedule time for specific academic requirements," suggesting that time management is the most frequently used problem-focused coping strategy. This was followed by "I seek advice from a person who can address my academic concern" (M = 2.90) and "I rank academic requirements according to deadline and importance" (M = 2.87). The lowest mean was 2.65 for "I make a written or mental plan for my academic responsibilities," although this still falls within the Often category. Overall, the findings indicate that respondents frequently employ planning, prioritization, scheduling, problem-solving, and support-seeking strategies to manage academic demands and difficulties.

The findings suggest that students tend to respond to academic burnout by taking practical and goal-directed actions to address the problems they encounter. The relatively high rating for scheduling academic requirements indicates that students recognize the importance of organizing their time when managing competing academic demands. Similarly, seeking advice and prioritizing requirements according to deadlines suggest that respondents are willing to utilize both personal planning and available social or academic resources. The relatively lower rating for making a written or mental plan may indicate that students are more likely to engage in specific actions, such as scheduling and prioritizing, than to formally plan their academic responsibilities in advance.

The findings imply that higher education institutions can strengthen students' ability to manage academic burnout by providing structured support in time management, academic planning, prioritization, problem-solving, and effective use of academic resources. Faculty members may help students break complex requirements into manageable tasks and provide clear timelines for major academic activities. Academic advising, study-skills workshops, peer mentoring, and learning-support services may further reinforce students' existing problem-focused coping practices. These interventions may help students address academic stressors proactively rather than allowing academic difficulties to accumulate and contribute to more severe burnout.

Recent research supports the use of problem-focused and self-regulatory coping strategies in managing academic demands. Li et al. (2024) found that resilience was positively associated with academic performance and that self-regulation behaviors, grit, and social support contributed to students' ability to maintain academic functioning when facing challenges. In addition, Salmela-Aro and Upadyaya (2014) emphasized the relationship between academic demands, engagement, and burnout, highlighting the importance of adaptive responses to academic pressures. Consistent with these findings, the present study obtained an Often level of problem-focused coping (M = 2.83), indicating that respondents frequently use practical strategies such as scheduling, prioritizing, seeking advice, changing ineffective study methods, and monitoring their progress to address academic difficulties. This suggests that problem-focused coping is an important resource that can be further strengthened through institutional academic-support initiatives.

Table 12. presents the mean ratings and verbal interpretations of the coping strategies employed by the respondents in managing academic burnout in terms of emotion-focused coping.

Table 12. *Coping strategies are employed by college students in managing academic burnout in terms of Emotion-Focused Coping*

Indicators	Mean	VI
1. I take a planned break when academic pressure becomes intense.	2.97	O
2. I use a calming activity when I feel academic stress.	2.96	O
3. I talk with a trusted person about an academic concern.	2.95	O
4. I rest for a set amount of time when I feel mentally exhausted.	3.01	O
5. I use a breathing or relaxation exercise during academic stress.	2.85	O
6. I remind myself of a specific strength when I feel discouraged.	2.99	O
7. I describe the academic situation to myself in a balanced way.	2.86	O
8. I spend time with a supportive person when I feel overwhelmed.	2.93	O
9. I engage in a hobby for a limited time to reduce academic tension.	2.95	O
10. I allow time to process my emotions after a difficult academic experience.	3.02	O
General Assessment	**2.95**	**O**

Legend: *3.25–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.75–2.50 Sometimes (S); 1.00–1.75 Never (N)*

The table presents the coping strategies employed by college students in managing academic burnout in terms of emotion-focused coping. The overall mean of 2.95, verbally interpreted as Often, indicates that respondents frequently use strategies aimed at managing emotional distress and restoring their emotional well-being when experiencing academic pressure. The highest mean was 3.02 for the statement, "I allow time to process my emotions after a difficult academic experience," followed closely by "I rest for a set amount of time when I feel mentally exhausted" (M = 3.01). These findings suggest that allowing time for emotional processing and obtaining adequate rest are commonly used strategies among the respondents. The lowest mean was 2.85 for "I use a breathing or relaxation exercise during academic stress," although this was still interpreted as Often. Overall, the results indicate that students frequently employ rest, emotional processing, calming activities, social support, and other emotion-regulation strategies to manage academic stress.

The findings suggest that respondents generally recognize the importance of managing their emotional responses rather than continuously engaging in academic work despite emotional or mental exhaustion. The relatively high rating for processing emotions and taking structured rest indicates that students may use temporary disengagement as a way of recovering from academic pressure. Talking with trusted individuals, spending time with supportive people, engaging in hobbies, and reminding themselves of their strengths also indicate the use of interpersonal and personal resources to regulate negative emotions. However, the comparatively lower rating for breathing and relaxation exercises suggests that more structured relaxation techniques may be less frequently practiced than rest or social-support strategies.

The findings imply that colleges and universities may strengthen students' coping capacity by providing accessible stress-management, wellness, counseling, and emotional-support programs. Students may benefit from learning practical relaxation techniques, mindfulness exercises, breathing strategies, and healthy ways of processing academic stress. Faculty members and student-support personnel may also encourage students to take purposeful breaks and maintain healthy routines without allowing temporary disengagement to become avoidance of academic responsibilities. Integrating wellness activities with academic-support programs may help students manage emotional demands while maintaining academic engagement.

Recent research supports the importance of adaptive emotion-focused coping in promoting student well-being. Sanchez et al. (2024) found that adaptive coping strategies, including emotional regulation and positive coping responses, were associated with better psychological outcomes among university students experiencing academic stress. Similarly, Li et al. (2024) emphasized the role of self-regulation and social support in helping students maintain academic functioning when facing challenges. These findings suggest that coping with academic burnout involves not only directly solving academic problems but also managing emotional responses and restoring psychological resources. Consistent with this evidence, the present study obtained an Often level of emotion-focused coping (M = 2.95), indicating that respondents frequently use emotional and restorative strategies to manage academic pressure. This suggests that emotion-focused coping is an important component of students' overall coping repertoire and may be further strengthened through institutional well-being and resilience initiatives.

Table 13. presents the mean ratings and verbal interpretations of the coping strategies employed by the respondents in managing academic burnout in terms of avoidance and disengagement coping.

Table 13. *Coping strategies are employed by college students in managing academic burnout in terms of Avoidance and Disengagement Coping*

Indicators	Mean	VI
1. I postpone an academic task when I feel stressed.	2.60	O
2. I avoid thinking about an academic problem when it feels overwhelming.	2.72	O
3. I use entertainment instead of starting an academic responsibility.	2.63	O
4. I delay an academic task after deciding that it feels too difficult.	2.52	O
5. I avoid requesting help when I know that I need it.	2.51	O
6. I leave an academic concern unaddressed for at least one day.	2.47	S
7. I sleep or rest beyond my planned time to avoid academic work.	2.48	S
8. I stop participating in an academic activity when I feel overwhelmed.	2.37	S
9. I begin a difficult academic task only when its deadline is near.	2.54	O
10. I stop working on school requirements for the rest of the day because of academic stress.	2.37	S
General Assessment	**2.52**	**O**

Legend: *3.26–4.00 Very Often (VO); 2.51–3.25 Often (O); 1.76–2.50 Sometimes (S); 1.00–1.75 Never (N)*

The table presents the coping strategies employed by college students in managing academic burnout in terms of avoidance and disengagement coping. The overall mean of 2.52, verbally interpreted as Often, indicates that respondents frequently engage in avoidance-related behaviors when academic pressure becomes difficult to manage. The highest mean was 2.72 for the statement, "I avoid thinking about an academic problem when it feels overwhelming," suggesting that avoiding or temporarily distancing themselves from stressful academic concerns is the most frequently reported avoidance behavior. This was followed by "I use entertainment instead of starting an academic responsibility" (M = 2.63) and "I postpone an academic task when I feel stressed" (M = 2.60). On the other hand, the lowest means were 2.37 for both "I stop participating in an academic activity when I feel overwhelmed" and "I stop working on school requirements for the rest of the day because of academic stress," both interpreted as Sometimes. Overall, the findings indicate that avoidance and disengagement behaviors are present among the respondents, although they vary in frequency across specific behaviors.

The findings suggest that students may sometimes use temporary avoidance as a way of managing overwhelming academic demands, particularly by postponing tasks, distracting themselves through entertainment, or avoiding thinking about academic problems. The relatively high mean for avoiding thoughts about an overwhelming academic problem may indicate that psychological distancing is a common immediate response to academic stress. However, the lower ratings for completely stopping participation or abandoning academic work for the remainder of the day suggest that most students do not consistently disengage from their academic responsibilities. This pattern may indicate that avoidance is used more as a short-term coping response than as a complete withdrawal from academic activities.

The findings imply that avoidance coping should be carefully addressed because frequent postponement and disengagement may provide temporary emotional relief but can potentially increase academic pressure when tasks remain unresolved. Colleges and universities may help students develop more adaptive alternatives through time-management training, academic coaching, early intervention, counseling, and stress-management programs. Faculty members can also assist by identifying students who repeatedly postpone requirements and providing manageable steps, clear deadlines, and opportunities for consultation. Importantly, not all breaks or temporary disengagement should automatically be considered maladaptive; purposeful rest can be beneficial when it is planned and followed by a return to academic tasks. The concern arises when avoidance becomes persistent and interferes with academic functioning.

Recent research supports the importance of distinguishing adaptive coping from avoidance-based responses to academic stress. Li et al. (2024) found that self-regulation behaviors, resilience, grit, and social support contribute to students' ability to maintain academic performance despite challenges, suggesting that active regulation and continued engagement can protect academic functioning. In addition, Salmela-Aro and Upadyaya (2014) emphasized the relationship between academic demands, engagement, and burnout, indicating that disengagement can become an important component of students' responses to prolonged academic stress. Consistent with these findings, the present study obtained an Often level of avoidance and

disengagement coping (M = 2.52). This suggests that although respondents continue to participate in academic responsibilities, they also frequently use avoidance behaviors when academic pressure becomes overwhelming, highlighting the need to strengthen more adaptive coping strategies that allow students to manage stress without unnecessarily delaying or abandoning academic tasks.

Inferential Statistical Analysis

This section presents the results of the inferential statistical analyses conducted to determine the significant differences and relationships among the variables investigated in the study. Appropriate statistical tools, including the T-Test, One-Way Analysis of Variance (ANOVA), and Pearson's Product-Moment Correlation Coefficient, were employed to test the hypotheses and examine the associations among the study variables. The findings are presented through tables and supported by narrative explanations to facilitate interpretation and to provide evidence in answering the research questions and testing the hypotheses stated in Chapter 1.

Table 14. *Significant difference in the level of academic burnout when respondents are grouped according to their demographic profile in terms of Age*

Demographic Profile	Level of Academic Burnout	F-value	df	P-value	Remarks	Decision
Age	Emotional Exhaustion	1.029	318	0.392	Not Significant	Accept the Ho
	Cynicism Toward Academic Activities	0.120	318	0.975	Not Significant	Accept the Ho
	Reduced Academic Efficacy	0.910	318	0.458	Not Significant	Accept the Ho

The table presents the test of significant differences in the level of academic burnout when respondents are grouped according to age. The results show that none of the three dimensions of academic burnout differed significantly across age groups because all obtained p-values were greater than the 0.05 level of significance. For emotional exhaustion, the analysis yielded an F-value of 1.029 with p = 0.392, indicating no significant difference. Cynicism toward academic activities obtained the lowest F-value of 0.120 with p = 0.975, while reduced academic efficacy obtained an F-value of 0.910 with p = 0.458. Since all p-values exceed 0.05, the results indicate that the observed differences in academic burnout across age groups are not statistically significant.

The findings imply that age does not appear to be a determining factor in the respondents' experience of academic burnout. Regardless of whether students belonged to the younger or older age categories, they reported generally comparable levels of emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. This suggests that academic burnout may be more closely associated with factors common to college students, such as academic workload, time demands, performance expectations, study pressures, and available social or institutional support, rather than chronological age alone.

The result further implies that interventions addressing academic burnout should not be limited to a particular age group. Colleges and universities may instead implement institution-wide burnout prevention and student well-being programs that are accessible to students across different age categories. Such programs may include academic workload management, time-management support, counseling, stress-management activities, peer support, and academic advising. Although age was not statistically significant in the present analysis, future research may examine other variables such as academic workload, financial concerns, social support, academic performance, employment status, or learning environment that may better explain variations in students' burnout experiences.

The finding is consistent with recent research suggesting that academic burnout among university students is influenced by a combination of academic, psychological, and contextual factors rather than demographic characteristics alone. Li et al. (2024) emphasized the roles of resilience, self-regulation, grit, and social support in students' ability to maintain academic functioning under challenging conditions. Similarly, research on university student well-being has highlighted the importance of academic demands and psychosocial resources in understanding burnout. In the present study, the non-significant results for age across all three burnout dimensions (p = 0.392, p = 0.975, and p = 0.458) indicate that age-related differences were insufficient to produce statistically significant variation in academic burnout.

Table 15. presents the test of significant difference in the level of academic burnout when the respondents are grouped according to sex.

Table 15. *Significant difference in the level of academic burnout when respondents are grouped according to their demographic profile in terms of Sex*

Demographic Profile	Level of Academic Burnout	F-value	df	P-value	Remarks	Decision
Sex	Emotional Exhaustion	1.637	318	0.181	Not Significant	Accept the Ho
	Cynicism Toward Academic Activities	0.798	318	0.496	Not Significant	Accept the Ho
	Reduced Academic Efficacy	0.528	318	0.664	Not Significant	Accept the Ho

The table presents the test of significant differences in the level of academic burnout when respondents are grouped according to sex. The results show that none of the three dimensions of academic burnout differed significantly between the sex groups because all p-values were greater than the 0.05 level of significance. Emotional exhaustion obtained the highest F-value of 1.637 (p = 0.181), followed by cynicism toward academic activities with F = 0.798 (p = 0.496) and reduced academic efficacy with F = 0.528 (p = 0.664). Since all p-values exceeded 0.05, the differences observed among the groups were not statistically significant.

The findings indicate that sex does not significantly influence the respondents' level of academic burnout. This means that male and female respondents generally experienced comparable levels of emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. Although the descriptive results may show some variation between groups, these differences were not sufficiently large to be considered statistically meaningful. The finding suggests that academic burnout may be shaped more strongly by shared academic experiences and environmental conditions than by sex alone.

The result implies that burnout-prevention programs do not necessarily need to be differentiated solely on the basis of sex. Higher education institutions may provide inclusive interventions addressing students' common academic and psychosocial needs, such as workload management, time management, counseling, stress reduction, academic advising, and peer-support programs. However, institutions should still remain attentive to individual differences in how students experience and respond to academic stress, even when demographic differences are not statistically significant.

This finding is consistent with recent literature emphasizing that student burnout is influenced by multiple interacting academic, psychological, and contextual factors. Li et al. (2024) found that resilience, self-regulation behaviors, grit, and social support contribute to students' ability to maintain academic functioning when facing challenges. Similarly, contemporary research on student burnout emphasizes the importance of academic demands and psychosocial resources in explaining students' experiences of exhaustion and disengagement. Thus, the present finding that sex was not significantly associated with any dimension of academic burnout supports the view that burnout should be addressed through broader student-support and resilience-building approaches rather than relying primarily on demographic characteristics.

Table 16. presents the test of significant difference in the level of academic burnout when the respondents are grouped according to academic program.

Table 16. *Significant difference in the level of academic burnout when respondents are grouped according to their demographic profile in terms of Academic Program*

Demographic Profile	Level of Academic Burnout	F-value	df	P-value	Remarks	Decision
Academic Program	Emotional Exhaustion	0.928	318	0.463	Not Significant	Accept the Ho
	Cynicism Toward Academic Activities	1.392	318	0.227	Not Significant	Accept the Ho
	Reduced Academic Efficacy	1.795	318	0.113	Not Significant	Accept the Ho

The table presents the test of significant differences in the level of academic burnout when respondents are grouped according to academic program. The results show that none of the three dimensions of academic burnout differed significantly across the academic programs because all p-values were greater than the 0.05 level of significance. Emotional exhaustion obtained

an F-value of 0.928 with p = 0.463, while cynicism toward academic activities yielded F = 1.392 with p = 0.227. Reduced academic efficacy recorded the highest F-value of 1.795 with p = 0.113, but this result also remained statistically non-significant. Thus, the differences in burnout levels across the academic programs were not sufficient to establish a significant variation.

The findings indicate that academic program does not significantly influence the respondents' experience of academic burnout. Students from Teacher Education, Agriculture, Engineering and Industrial Technology, Computing and Information Sciences, Arts and Science, and Business Administration generally demonstrated comparable levels of emotional exhaustion, cynicism toward academic activities, and reduced academic efficacy. Although different programs may involve different academic requirements, workloads, and learning environments, the present results suggest that these program-related differences did not produce statistically significant differences in students' reported burnout.

The findings imply that academic burnout should be addressed through institution-wide strategies rather than interventions limited to particular academic programs. Colleges may implement common student-support initiatives such as academic advising, workload management, time-management training, counseling, stress-management activities, and resilience-building programs. At the same time, program-specific concerns should not be disregarded because students may experience different types of academic demands even when their overall burnout levels do not significantly differ statistically.

The result is consistent with recent research emphasizing that academic burnout is a multidimensional phenomenon influenced by individual, academic, and psychosocial factors rather than by a single demographic or academic characteristic. Li et al. (2024) found that resilience, self-regulation behaviors, grit, and social support were associated with students' ability to maintain academic functioning when facing challenges. This supports the present finding that students' burnout may be better understood in relation to their coping and resilience resources than solely according to their academic program. In the present study, all dimensions produced p-values greater than 0.05, indicating that academic program was not a statistically significant differentiating factor in academic burnout.

Table 17. *Significant relationship between the level of academic burnout and the extent of perceived academic resilience among college students in terms of Emotional Exhaustion*

Level of Academic Burnout	Perceived Academic Resilience	R-value	N	P-value	Remarks	Decision
Emotional Exhaustion	Perseverance	0.293	323	0.000	Significant	Reject the Ho
	Reflective and Adaptive Help-Seeking	0.328	323	0.000	Significant	Reject the Ho
	Emotional Regulation	0.269	323	0.000	Significant	Reject the Ho
	Positive Adaptation to Academic Challenges	0.267	323	0.000	Significant	Reject the Ho

The table presents the test of the significant relationship between academic burnout and perceived academic resilience among college students. The results show that emotional exhaustion has a statistically significant positive relationship with all four dimensions of perceived academic resilience, as all obtained p-values were 0.000, which are below the 0.05 level of significance. The strongest relationship was observed between emotional exhaustion and reflective and adaptive help-seeking ($r = 0.328$, $p < .001$), followed by perseverance ($r = 0.293$, $p < .001$), emotional regulation ($r = 0.269$, $p < .001$), and positive adaptation to academic challenges ($r = 0.267$, $p < .001$). Based on the magnitude of the coefficients, all relationships are weak positive correlations, indicating that the variables are significantly related but the strength of association is relatively modest.

The findings indicate that students who reported higher levels of emotional exhaustion also tended to report higher levels of the measured academic resilience behaviors. This positive direction is noteworthy because resilience is commonly conceptualized as a protective resource against burnout. However, the present findings should not be interpreted to mean that resilience causes greater emotional exhaustion. Rather, the results may suggest that students experiencing greater academic exhaustion are also actively employing resilience-related behaviors, such as seeking assistance, persisting with academic tasks, regulating emotions, and adapting to academic challenges. These behaviors may represent students' attempts to cope with or respond to demanding academic conditions.

The strongest association was between emotional exhaustion and reflective and adaptive help-seeking ($r = 0.328$). This suggests that students experiencing greater exhaustion may be more likely to recognize academic difficulties and seek assistance from peers, instructors, or available academic resources. The relationship with perseverance ($r = 0.293$) similarly indicates that

students who experience exhaustion may continue exerting effort to meet academic requirements. Emotional regulation (r = 0.269) and positive adaptation to academic challenges (r = 0.267) also showed significant relationships, although these were slightly weaker. Taken together, the findings suggest that academic resilience behaviors may be activated or more frequently used when students encounter substantial academic demands.

The findings have an important implication for higher education institutions. Since academic burnout and resilience are significantly associated, interventions should address both the reduction of burnout and the strengthening of adaptive resilience behaviors. Academic support programs may incorporate help-seeking skills, emotional regulation, perseverance, adaptive problem-solving, and coping strategies. However, because the correlations are positive rather than negative, institutions should avoid assuming that simply increasing resilience-related behaviors will automatically reduce emotional exhaustion. Instead, resilience-building initiatives should be accompanied by efforts to address the underlying sources of academic stress, such as excessive workload, competing requirements, inadequate recovery time, and insufficient academic support.

Recent research provides support for the interconnectedness of burnout and resilience among university students. Posso-Yépez et al. (2025) examined 2,110 university students and found that resilience significantly predicted dimensions of academic burnout, including emotional exhaustion, cynicism, and academic efficacy. In the Philippine context, Abonal et al. (2025) specifically examined the relationship between resilience and burnout among medical students in blended learning, further supporting the relevance of resilience as a factor in understanding student burnout. Likewise, Chen and Qi (2025) demonstrated that an eight-week mindfulness intervention significantly reduced academic burnout while increasing psychological resilience among university students, suggesting that resilience-related capacities and burnout are closely connected and potentially responsive to structured interventions.

Therefore, the present finding of significant relationships between emotional exhaustion and all four resilience dimensions provides empirical evidence that academic burnout and resilience-related behaviors are interconnected among the respondents. The results also highlight the need for a balanced institutional approach that simultaneously reduces academic stressors and develops students' capacity to persevere, seek appropriate support, regulate emotions, and adapt positively to academic challenges.

Table 18. presents the test of the significant relationship between cynicism toward academic activities and the dimensions of perceived academic resilience.

Table 18. *Significant relationship between the level of academic burnout and the extent of perceived academic resilience among college students in terms of Cynicism Toward Academic Activities*

Level of Academic Burnout	Perceived Academic Resilience	R-value	N	P-value	Remarks	Decision
Cynicism Toward Academic Activities	Perseverance	0.112	323	0.045	Significant	Reject the Ho
	Reflective and Adaptive Help-Seeking	0.165	323	0.003	Significant	Reject the Ho
	Emotional Regulation	0.203	323	0.000	Significant	Reject the Ho
	Positive Adaptation to Academic Challenges	0.177	323	0.001	Significant	Reject the Ho

The table presents the test of the significant relationship between cynicism toward academic activities and the dimensions of perceived academic resilience among the 323 college students. The results show that all four dimensions of academic resilience have a statistically significant positive relationship with cynicism because all p-values are below the 0.05 level of significance. The strongest relationship was found between cynicism toward academic activities and emotional regulation ($r = 0.203$, $p < .001$), followed by positive adaptation to academic challenges ($r = 0.177$, $p = .001$) and reflective and adaptive help-seeking ($r = 0.165$, $p = .003$). The weakest relationship was observed between cynicism and perseverance ($r = 0.112$, $p = .045$). Although statistically significant, all correlation coefficients indicate weak positive relationships.

The findings suggest that students who report greater cynicism or detachment toward academic activities also tend to report more frequent use of resilience-related behaviors. In particular, the stronger association with emotional regulation suggests that students experiencing greater cynicism may also be actively managing their emotional responses to academic demands. Similarly, the significant relationship with positive adaptation indicates that students may attempt to adjust their strategies and behaviors

when academic activities become less engaging or meaningful. The relatively weak relationship with perseverance suggests that continued effort alone may be less closely associated with cynical attitudes than emotional and adaptive responses.

The findings imply that cynicism should not be viewed independently from students' coping and resilience processes. Students who become detached from academic activities may still employ adaptive strategies to manage their academic experiences. Therefore, interventions should not only encourage perseverance but should also address the underlying reasons students become disengaged or question the value of academic activities. Faculty members and student-support personnel may provide meaningful learning experiences, academic advising, opportunities for reflection, and emotional-support services to help students reconnect academic tasks with their personal and educational goals.

Recent research supports the interconnected nature of academic burnout and resilience. Posso-Yépez et al. (2025) reported that resilience was significantly associated with dimensions of academic burnout among university students, emphasizing that students' ability to adapt to difficulties is relevant to their experience of burnout. Similarly, Chen and Qi (2025) found that an intervention designed to strengthen psychological resilience and reduce academic stress also contributed to reductions in academic burnout among university students. These findings reinforce the importance of examining burnout and resilience together rather than treating them as completely independent student experiences. In the present study, the significant relationships between cynicism and all four resilience dimensions ($p \leq .045$) indicate that resilience-related behaviors remain relevant even when students experience detachment or reduced interest in academic activities.

The positive direction of the correlations should, however, be interpreted carefully. Correlation does not establish causation, and the results do not mean that resilience causes cynicism or that cynicism improves resilience. Rather, the findings indicate that the two constructs vary together within the present sample. The weak magnitude of the relationships also suggests that other factors may contribute substantially to students' cynical attitudes toward academic activities.

Table 19. presents the test of the significant relationship between reduced academic efficacy and the dimensions of perceived academic resilience.

Table 19. *Significant relationship between the level of academic burnout and the extent of perceived academic resilience among college students in terms of Reduced Academic Efficacy*

Level of Academic Burnout	Perceived Academic Resilience	R-value	N	P-value	Remarks	Decision
Reduced Academic Efficacy	Perseverance	0.143	323	0.010	Significant	Reject the Ho
	Reflective and Adaptive Help-Seeking	0.172	323	0.002	Significant	Reject the Ho
	Emotional Regulation	0.193	323	0.000	Significant	Reject the Ho
	Positive Adaptation to Academic Challenges	0.202	323	0.000	Significant	Reject the Ho

The table presents the test of the significant relationship between reduced academic efficacy and the dimensions of perceived academic resilience among the 323 college students. The results show that all four dimensions of perceived academic resilience have a statistically significant positive relationship with reduced academic efficacy, as all obtained p-values are below the 0.05 level of significance. The strongest relationship was observed between reduced academic efficacy and positive adaptation to academic challenges ($r = 0.202$, $p < .001$), followed by emotional regulation ($r = 0.193$, $p < .001$), reflective and adaptive help-seeking ($r = 0.172$, $p = .002$), and perseverance ($r = 0.143$, $p = .010$). Although statistically significant, the correlation coefficients indicate weak positive relationships, suggesting that the association between reduced academic efficacy and each resilience dimension is present but relatively modest.

The findings indicate that students who report greater feelings of reduced academic efficacy also tend to report more frequent resilience-related behaviors. The strongest association with positive adaptation to academic challenges suggests that students who experience doubts about their academic competence may simultaneously engage in efforts to adjust their strategies, learn from difficulties, and respond constructively to academic setbacks. The significant relationship with emotional regulation further suggests that students experiencing reduced academic efficacy may actively manage their emotional responses when confronted with demanding academic tasks. Similarly, the relationships with help-seeking and perseverance indicate that students may continue to seek assistance and exert effort even when they perceive their academic progress or capabilities less favorably.

The findings imply that reduced academic efficacy should be addressed together with the development of academic resilience. Although students demonstrate resilience-related behaviors, their relatively low sense of academic efficacy may remain a concern

because persistent doubts about competence can affect motivation, engagement, and willingness to undertake challenging academic tasks. Colleges and universities may therefore strengthen interventions involving academic coaching, constructive feedback, goal-setting, mastery-oriented learning, peer mentoring, and opportunities for students to recognize their academic progress. Such interventions can help students translate perseverance and adaptive behaviors into stronger perceptions of academic competence.

Recent research supports the interconnected relationship between resilience and academic burnout. Posso-Yépez et al. (2025) found significant associations between resilience and dimensions of academic burnout among university students, indicating that resilience is relevant to how students experience academic exhaustion, cynicism, and academic efficacy. Similarly, Li et al. (2024) found that resilience-related resources, including self-regulation, grit, and social support, were associated with students' academic functioning and performance under challenging conditions. More recently, Chen and Qi (2025) reported that strengthening psychological resilience through a structured intervention was associated with reduced academic burnout and academic stress among university students. These findings support the present result that resilience-related behaviors are meaningfully connected with students' experiences of academic efficacy and burnout.

The positive direction of the correlations should nevertheless be interpreted carefully. The findings do not establish that academic resilience causes reduced academic efficacy. Rather, they indicate that the two constructs are statistically associated in the present sample. The weak magnitude of the relationships further suggests that other psychological, academic, and environmental factors may also contribute to students' perceptions of their academic effectiveness.

The study examined the academic burnout, perceived academic resilience, and coping strategies of 323 college students. The respondents represented different academic programs, with the largest proportion coming from the College of Teacher Education. Most respondents were 21–23 years old, and females constituted the larger proportion of the sample.

The findings showed that emotional exhaustion was experienced Often (M = 2.73). Feeling worn out when several academic deadlines were near obtained the highest mean of 2.86. Cynicism toward academic activities was experienced Sometimes (M = 2.41), although lack of motivation to begin some academic requirements was reported Often. Reduced academic efficacy was experienced Often (M = 2.52), with doubts about completing difficult academic tasks and perceptions of slower-than-expected academic progress receiving the highest means.

In terms of perceived academic resilience, respondents demonstrated Often levels across all four dimensions. Perseverance obtained a mean of 3.06, reflective and adaptive help-seeking obtained 2.98, emotional regulation obtained 2.96, and positive adaptation to academic challenges obtained 2.92.

For coping strategies, problem-focused coping obtained M = 2.83, emotion-focused coping obtained M = 2.95, and avoidance and disengagement coping obtained M = 2.52. These results indicate that respondents frequently employ both constructive and less adaptive coping responses when managing academic demands.

The findings further revealed no significant differences in academic burnout according to age, sex, or academic program, as all p-values were greater than .05.

Finally, significant relationships were found between all three dimensions of academic burnout and all four dimensions of perceived academic resilience. The correlation coefficients ranged from r = .112 to r = .328, indicating statistically significant but generally weak positive relationships.

Based on the findings, the study concludes that college students experience academic burnout primarily through emotional exhaustion and reduced academic efficacy, while cynicism toward academic activities occurs less frequently. The results suggest that academic demands, particularly periods involving multiple deadlines, may place considerable pressure on students.

The students nevertheless demonstrate substantial resilience-related behaviors. Their Often levels of perseverance, help-seeking, emotional regulation, and positive adaptation indicate that they possess important personal and behavioral resources for managing academic challenges.

The study also concludes that students employ a combination of coping strategies. Problem-focused and emotion-focused coping are frequently used, but avoidance and disengagement are also present. This suggests the need to strengthen adaptive coping while reducing behaviors that may delay or interfere with academic responsibilities.

Academic burnout does not significantly vary according to age, sex, or academic program in the present sample. This indicates that burnout should be addressed as a broader student well-being concern rather than as a problem limited to a particular demographic group.

The significant relationships between academic burnout and perceived academic resilience indicate that students' experiences of burnout and their resilience-related behaviors are interconnected. However, the positive correlations should not

be interpreted as causal relationships. Instead, they suggest that students may mobilize resilience-related behaviors while simultaneously experiencing academic pressure and burnout-related symptoms.

Based on the findings and conclusions, the following recommendations are proposed:

Higher education institutions may establish an institution-wide academic resilience and student well-being program that is accessible to students across age groups, sexes, and academic programs.

Student affairs and guidance offices may strengthen preventive activities focusing on stress management, emotional regulation, academic motivation, and healthy coping.

Faculty members and academic advisers may encourage students to seek assistance when experiencing academic difficulties and establish approachable consultation mechanisms.

Academic programs may incorporate time-management, task prioritization, study-planning, and problem-solving activities into student development initiatives.

Peer-support programs may be strengthened because students reported relatively frequent use of classmates or peers as sources of academic assistance.

Students may be encouraged to use constructive coping strategies such as planning, prioritization, healthy breaks, reflection, help-seeking, and adaptive study adjustments rather than relying primarily on avoidance or disengagement.

Institutional administrators may monitor academic workload and scheduling practices, particularly during periods when multiple academic deadlines converge.

Future researchers may replicate the study using longitudinal or mixed-method approaches to determine how academic burnout and resilience change over time and to explore the experiences behind the statistical relationships.

Future studies may also examine other factors such as academic workload, financial concerns, social support, learning environment, sleep, digital learning demands, and perceived faculty support.

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