



Research Article

Educational Burnout among Medical Students: A Literature Review

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Abstract

The promotion of mental health in the university environment has been one of the most important dimensions of the development and improvement of human resources and in recent decades, has attracted the attention of educational organizations to physically and intellectually healthy forces in educational institutions. Academic burnout is a condition of mental and emotional exhaustion that results from chronic stress syndrome, such as homework overload, pressure, time limitation, and lack of the required resources for fulfilling the assigned tasks. In addition to its negative effects during the studies, academic burnout has long-term effects. The students suffering from academic burnout during their studies have less command over their job responsibilities in the future. Academic burnout is one of the issues affecting the education system at all levels of education, leading to waste of work force and the costs spent. Therefore, studying academic burnout among medical students is essential. This literature review conducted in studies from Iran from 2001 to 2015. Key words for studies search were education burnout, medical students, Iran in English and Persian language. Databases included in this study were PubMed, Scopus, Google scholar, Iranmedex, SID and Magiran. The results of study showed a different range of educational burnout from 11% to 45 % which required for necessary programs for decrease of EB in students.

Keywords

Educational burnout; Medical students; Iran

Introduction

Growth and prosperity of any society depend to its education system. An education system can be effective and successful in case of considering students' academic performance in different periods [1]. In recent years, one of the factors affecting education, which has expanded to educational situations and essence but not paid enough attention to, is academic burnout [2]. Burnout is a condition of mental and emotional exhaustion that results from chronic stress syndrome, such as homework overload, pressure, time limitation, and lack of the required resources for fulfilling the assigned tasks [3-5]. Moreover, academic burnout can be considered as a chronic stress response in students who are initially involved in academic requirements, and this reaction is due to the difference between students' ability

and their or others' expectations for their academic success [6-8]. Student's academic burnout is identified by study-induced tiredness, pessimistic attitude toward studying, and feeling inadequate as a student [9].

The studies have shown that burnout may occur in any profession. Most studies have shown that academic burnout has the same three-component structure of job burnout (emotional exhaustion, disinterest, and reduced self-efficacy) [10,11]. There are studies indicating that burnout causes the decline of quality of life [12]. Symptoms of burnout include emotional exhaustion, depersonalization, and reduced personal accomplishment [3]. Academic burnout among college students refers to a feeling of tiredness because of the demand for a course, having a pessimistic attitude towards the university, and a feeling of incompetence as a student [4]. People with academic burnout usually experience symptoms such as disinterest in course contents, the inability to continue to attend classes, non-participation in classroom activities, having a meaninglessness feeling about classroom activities, and feeling inability in learning lessons [13]. Burnout leads to mental distresses such as anxiety, depression, repression, hostility, or fear. People with academic burnout usually experience symptoms such as disinterest in course contents, the inability to continue to attend classes, non-participation in classroom activities, having a meaninglessness feeling about classroom activities, frequent absenteeism, and a feeling of meaninglessness and incompetence in learning lessons [9]. A study by Rudman on 1702 nursing students in Sweden pursuing students a year after graduation showed that students suffering burnout during their studies were less likely to have command over their occupational tasks, used the results of research conducted in their job field less, and had higher tendency of desertion [14]. In a study, Mikaili et al. indicated that academic burnout had a negative and significant relationship with academic performance, meaning that the higher the academic burnout in students, the weaker the performance would be [15]. Newman believes that the study of academic burnout in students is a very important topic because the key to understand the poor academic performance of students is the relationship between students with university and their enthusiasm for continuing education [16]. In their study, Kutsal and Bilge found that academic performance and students' success has a negative and significant relationship with their academic burnout [17].

Academic burnout is one of the issues affecting the education system at all levels of education, leading to waste of work force and the costs spent [18]. In addition to its negative effects during the studies, academic burnout has long-term effects; the students suffering academic burnout during their studies have less command over their job responsibilities in the future, use the results of research conducted in their job field less, and have higher tendency of desertion [14]. Therefore, it is necessary to study academic burnout among students of medical sciences (Table 1).

Methods

This literature review conducted in studies from Iran from 2001 to 2015. Keywords for studies search were education burnout, medical students, Iran in English and Persian language. Databases included in this study were PubMed, Scopus, Google scholar, Iranmedex, SID

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Table 1: Studies of EB in medical students.

ID	Author	Year	Province	Fields	Sample size	EB ¹ prevalence
1	Ghadampour [18]	2016	Lorestan	Medicine, Dental, Nursing, Paramedical	335	8/41
2	Sheykholeslami [13]	2016	Ardabil	Nursing	210	8/44
3	Marzooghi [19]	2013	Tehran	Nursing	210	70/45
4	Shariffard [20]	2014	Qom	Nursing and paramedical	264	52/28
5	Hayati [21]	2012	Tehran	Nursing , Anastasia	233	93/37
6	Shariffard [22]	2014	Tehran	Nursing , Anastasia Operation room	264	52/28
7	Abbasi [23]	2015	Arak	Nursing	270	8/11
8	Azizzadeh Forouzi [24]	2016	Kerman	Medical students	303	90/43
9	Seif [25]	2017	Shiraz	Medical students	174	32/39

and Magiran. We included all original observational studies from 2001 to 2015 which conducted about educational burnout among medical students. Studies conducted on other fields excluded from study in first stage we screened studies in title and abstract and in next stage we screened studies in full text relevancy to aim of study.

Results

We founded 25 studies which 16 of them excluded due to irrelevancy. We had 9 studies in final stage. 9 studies on.

Discussion and Conclusion

The results of this review study show that a significant percentage of students have moderate and severe academic burnout, exacerbated with increase in length of studies [2,8]. Moreover, students of different fields of study may experience different forms of burnout. Student stressors also play an important role in intensifying and exacerbating academic burnout in nursing students [7,23]. Findings showed that there is a significant relationship between the quality of academic life and the hope of employment with students' academic burnout, so it can be concluded that the quality of academic life and the hope of employment are of the important variables related to academic burnout of students [3,6]. There is a significant relationship between average of scores and all subscales of academic burnout, so planning to reduce academic burnout can improve academic performance in students.

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