

Demystifying the relationship between burnout, enjoyment and buoyancy and their impacts on academic achievement

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INTRODUCTION & AIM



Emotional and psychological factors increasingly shape students' academic outcomes.



Academic burnout, enjoyment, and academic buoyancy are key constructs influencing engagement and performance.



The study is grounded in positive psychology and Control-Value Theory (CVT).



Aim: to explore the profiles of burnout, enjoyment, and buoyancy, examine their relationships, and investigate how they influence academic achievement.

METHOD



Research design: Quantitative correlational study.



Participants: 640 students.



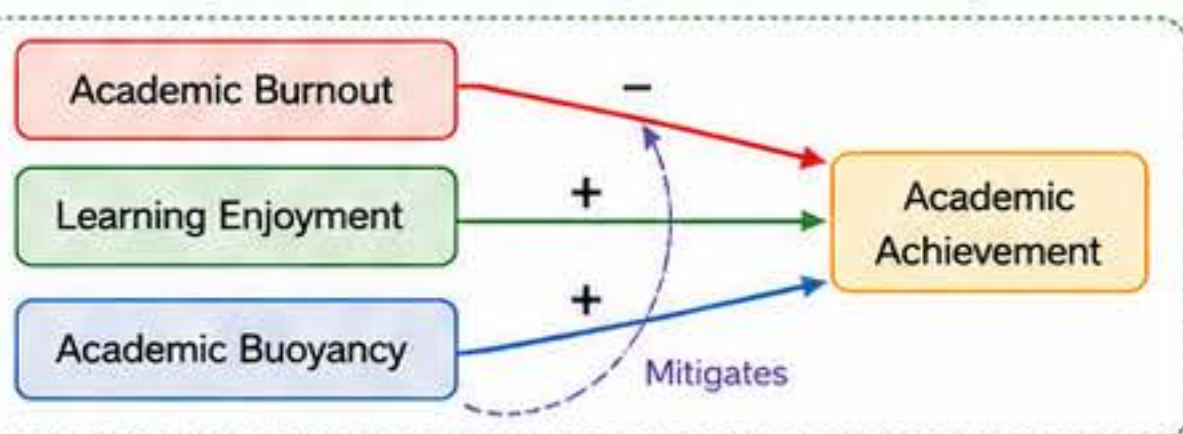
Measures: validated self-report instruments for academic burnout, learning enjoyment, and academic buoyancy.



Outcome variable: academic achievement represented by students' course grades.



Analyses: descriptive statistics, correlation analysis, and structural equation modelling.



RESULTS & DISCUSSION



Academic burnout is negatively associated with academic achievement.



Enjoyment is positively related to academic achievement.



Academic buoyancy is positively related to academic achievement.



Academic buoyancy appears to mitigate or buffer the adverse effects of burnout.



The results highlight the importance of emotional well-being and resilience in academic success.



The study provides an integrated perspective on both negative and positive emotional factors in education.

CONCLUSION



Reducing burnout, fostering enjoyment, and strengthening students' ability to cope with academic setbacks may improve academic outcomes.



Emotional well-being and resilience should be considered in educational practice and student support.



The findings offer useful pedagogical implications for promoting both performance and overall well-being.

FUTURE WORK / REFERENCES

Future work



• Extend the research to other educational contexts and student populations.



• Combine self-report data with longitudinal or mixed-method evidence.



• Further explore the mechanisms linking emotional variables and achievement.

References

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