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Research Article

Amidst the Online Learning Modality: The Self-Efficacy and Its Relationship to the Academic Burnout of Senior High School Students

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Abstract

At all levels of the educational system, academic burnout has been a timely and significant problem among students, especially in online learning amidst COVID 19 pandemic. The sudden transition from face-to-face classes to online learning had made such meaningful impacts on students' efficacy and academe. Thus, students faced difficulties in adapting to the undesired and abrupt shift to online learning, which causes a lack of psychological capabilities to manage their academic needs, suffers a high level of academic stress and low efficacy, and gains vulnerability to psychosocial disturbances and burnout. This study aimed to investigate the relationship between self-efficacy and academic burnout among students here in the Philippines. The statistical findings show a significant relationship between self-efficacy and academic burnout (r = .168) with an associated probability value of 0.05 alpha level of significance.

Keywords: Self-efficacy, Academic Burnout, COVID-19 Pandemic, Senior High School Students, Online Classes

Introduction

At all levels of the educational system, academic burnout has been a timely and significant problem among students, especially in online learning amidst COVID 19 pandemic. The sudden transition of face-to-face classes to online learning had made such meaningful impacts on students' efficacy and academe. Some students have reported that online learning only makes their academic loads more difficult, with specific problems such as professors handing out materials rather than teaching thoroughly, and the lack of interaction between students and lecturers, which only limit the effectiveness of the courses (Abida, et. al, 2020).

Thus, students faced difficulties in adapting to the undesired and abrupt shift to online learning (Baticulon et al., 2021), causes a lack of psychological capabilities to manage their academic needs (Hamaideh & Hamdan Mansour, 2014), suffer a high level of academic stress and low efficacy (Shehadeh et al., 2020) and gain vulnerability to psychosocial disturbances and burnout (Hamdan-Mansour et al., 2018).

According to Azimi, Piri, and Zavvar (2014), academic burnout is somehow not uncommon among students which refers to psychological and physical fatigue due to high academic demands and requirements, negative attitudes, academic disinterest, and academic inefficacy. Some studies show that students who experience academic burnout perform academic activities poorly (Akbay & Akbay, 2016; Winga et al., 2016). While Kay and Wanjohi (2015) observed that students who experience academic burnout perceive characteristics such as; negative outlooks and perceptions of the learning environment, lack of enthusiasm for studying their courses, absences in performances and in classes, lack of participation in-class activities and putting no efforts in academic activities, which can be related in resulting poor academic performances and inefficiency.

Specifically, students who experience burnout might feel emotionally exhausted, which manifests in feelings such as boredom, sadness, worriedness, irritability, and even depression. Thus, if it is not handled appropriately, it is expected to immensely affect students' achievement and performances (Khairani & Ifdil, 2015).

In a study by Pamungkas and Indrawati (2017), it was found that burnout is significantly affected by self-efficacy, which is defined as an individual's belief in managing a particular situation. While in the study by Luthfia, Laily, and Sholichah (2021), it is stated that there is a significant negative effect of academic self-efficacy on academic burnout in the engineering students who work. Where areas, the higher the academic self-efficacy, the lower the academic burnout and vice versa. Thus, according to Fariborz, Hadi, and Ali (2019), the indirect relationship showed that both academic stress and stress response had a significant indirect effect on academic burnout through

self-efficacy. Which concluded that self-efficacy had a mediating role in the relationship between academic stress, stress response, and academic burnout.

However, in the study of Rohmani and Andriani (2021), academic self-efficacy revealed a strong negative correlation with burnout among first-year nursing students in online learning during COVID-19 pandemic. While with Akter (2021), the results of his study showed that there is a significant relationship between self-efficacy and burnout among three different academic factors which include academic performance, academic stress, and academic support. It also revealed that there is a significant relationship between academic self-efficacy and academic burnout. Moreover, Yu, Chae, and Chang (2016) believed that socially-prescribed perfectionism causes a negative effect on academic self-efficacy, primarily triggering and affecting academic burnout. The study suggests that in order to improve the academic self-efficacy among students, it is relevant to have educational and counseling interventions.

The purpose of this study is to examine the relationship between self-efficacy and academic burnout among Senior High School students which is the main focus of this research. Thus, to assess how self-efficacy is correlated and affecting the troubling burnout experiences of students with their performances and academics, especially amidst COVID 19 pandemic. This study also aims to give broad knowledge and awareness regarding the relevance of self-efficacy and to address actions towards reducing academic burnout that may lead to different impacts and effects among students at different paces and circumstances. To an extent, this would help students to test themselves in regard to their efficacy and would assist them in coping with possible burnouts related to academics.

Research Question

This study aimed to determine the relationship between self-efficacy and academic burnout among senior high school students. Specifically, this study sought to answer the following questions:
1. Is there a significant relationship between self-efficacy and academic burnout?

Literature Review

Self-Efficacy

The COVID19 pandemic affected the public education system and coordinated how education was delivered, school operations, and policies. With this new paradigm shift, student self-efficacy and school dedication in crisis are essential to learning (Baloran & Hernan, 2020). In particular, there is growing interest in how self-efficacy is associated with academic burnout and the performance of students amidst pandemic (Artino, 2012).

Honicke and Broadbent (2016) showed that self-efficacy is reasonably correlated with academic performance. This association is found at multiple levels of education, including primary, secondary, and higher education (Robbins et al., 2004). Studies show that many mediators and facilitators influence the relationship between SE and academic performance, including effort regulation, deep processing strategies, and goal direction (Honicke & Broadbent, 2016).

Mohammadyari (2012) stated that SE has a direct impact on student efforts to invest in learning, sustainability, types of learning tasks, and ultimately performance. Which could possibly reduce burnout, stress and pressure.

Self-efficacy is one of the most important factors that appear to be effective in reducing academic burnout. Self-efficient people choose more selective and difficult tasks to achieve their goals; they are more responsible and frequently attribute their failures to insufficient but compensatory knowledge and skill (Cazan, 2015).

Previous research has linked academic achievement to students' academic self-efficacy; the latter is thought to be critical for academic performance. Students with high ASE are more likely to accept difficult and challenging tasks, be motivated, and persevere in the face of adversity than students with low ASE, who are less confident in their educational abilities and have difficulty meeting their tasks (Bandura, 2001; Satici & Can, 2016). Academic self-efficacy is one of the key factors influencing academic performance. Academic self-efficacy is associated with student beliefs and attitudes about the ability to achieve academic success, and beliefs about the ability to accomplish academic tasks and learn materials well.

Aliami et al. (2017) made a survey of 214 college students which showed that academic self-efficacy had a positive and significant impact on their academic performance. Other studies showed that academic self-efficacy has a significant impact on students' learning, motivation, and academic performance (Sadi & Uyar, 2013).

Self-efficacy strongly influences human behavioral choices, regardless of the existence of choices, the effort spent to carry out actions, the persistence of overcoming obstacles, and the opportunities to take action (Pihie & Bagheri, 2013). Similarly, Bandura (2012) argued that self-efficacy is an important factor influencing behavior through the process, goal setting, outcome expectations, and situational challenges.

According to Lowery (2018), students who have a higher sense of self-efficacy tend to endure rather than face challenges and overcome them more easily than people with low self-efficacy. To the study of Deer, Gohn, and Kanaya (2018), it is very important that US college students have a higher self-efficacy level than anxiety levels. Receiving positive feedback also helps them achieve higher job-hunting goals for career preparation.

In the studies supporting the above, the study by Bhatt (2020) showed that there was also a correlation between self-esteem and self-efficacy. This study emphasizes that higher self-esteem leads to higher self-efficacy. Students are confident that they feel competent in any job, and that is to motivate them and work hard to achieve their best performance (Ackerman, 2020). It was believed that self-efficacy reflects a person's self-confidence in the ability to perform actions (La Morte, 2016).

People's beliefs in efficacy also have a direct impact on achieving their goals (Bandura, 2018). As pointed out by Martinez and Maravilla (2020), human agencies are based on the belief of ineffectiveness. The students' desire to learn was motivated by their faith. Students' self-efficacy beliefs can be changed by understanding the origin of the self-efficacy beliefs. Suppose the student is given the opportunity and instructions regarding a self-efficacy score. In this case, they grow into independent personalities and overcome the challenges they face in school and in future life.

A study also concluded that the fundamental influence of entrepreneurial self-efficacy on individual behavior has led researchers to consider the concept in the field of entrepreneurship (Piperopoulos and Dimov, 2015). Also, some studies concluded that promoting self-efficacy can improve outcomes and quality of life for patients with chronic illness (Wu, Hsieh, Lin, & Tsai, 2016)

According to Mabalay, Gaboy, and Roguel (2020), self-efficacy is important in all students because it influences their behavior. Self-efficacy motivates students to perform well in all tasks, persevere in the face of adversity, and set goals that they can achieve.

The overall mean of the study also demonstrates that the students have a high level of self-efficacy, implying that they are capable of completing the task. Students who had more positive emotions used more metacognitive learning strategies, and believed in their abilities performed better academically (Hayat, Shateri, Amini, & Shokrpour 2020). Furthermore, high levels of self-efficacy predict greater academic success across all fields of expertise. Self-efficacy predicts and mediates students' achievement, motivation, and learning (Ayllón, Alsina, & Colomer, 2019). However, according to Bandura 2001 (as cited in Sun et al. 2017), students' prior experiences with success or failure have a significant impact on their self-efficacy.

According to Del Villar and Napawi (2018), students' self-efficacy has a significant impact on their academic performance. It will mandate how they cope up with their stresses and academe. The student's academic performance reflects what they believe they have and will achieve. However, Wu, Li, Zheng, and Guo (2020) found that self-efficacy, as one type of motivational setup, has some but not a significant impact on student performance.

In other studies, it is also concluded that self-efficient people achieve their goals by being more flexible, selective, and challenging; they are more responsible, and they frequently attribute their failures to insufficient but compensatory knowledge and skills. Self-efficacy beliefs are a motivational product, and if a person can cope with his or her own problems, his or her self-efficacy increases, and he or she becomes motivated to achieve academic success (Rahmati 2015; Bernacki, Nokes, Aleven, 2015).

Self-efficacy is a well-known self-regulation mechanism that has been studied in relation to subjective well-being, and meta-analyses have found significant relationships between self-efficacy beliefs and well-being components such as burnout (Alarcon, Eschleman, & Bowling, 2009) or work engagement (Halbesleben, 2010). Because of their reliance on situational events, self-efficacy beliefs have a high proportion of intra-individual variation (McCormick et al., 2018).

Academic Burnout

Students who continue their education during COVID 19 pandemic, were negatively impacted in the online learning process and experienced various problems [eg. Academic burnout, stress, anxiety, fear, stress, depression] (Copeland et al., 2021; Jiang, 2021). In particular, the COVID19 pandemic has negatively

impacted people's happiness, performance, productivity, and well-being and made them feel uncomfortable (Kapoor et al., 2021; Paredes et al., 2021).

According to Saei, Alghdam, and Abbaszadeh (2022), academic burnout, which has recently been considered by researchers, is one of the important factors in reducing student motivation and academic performance in higher education centers, which has resulted in negative consequences such as decreased student growth and development, depression, decreased mental health, and so on.

Burnout, according to Romano, Angelini, Consiglio, and Fiorilli (2022), is psychological, physical, and emotional suffering that can affect students who have few or no resources to deal with stressful events at school. Although existing instruments are widely used around the world to assess school burnout risk, they have several flaws and primarily focus on the emotional aspects of the syndrome.

One of the most negative situations that students face during the educational process is academic burnout (Parker & Salmela-Aro, 2011; Salmela-Aro & Upadyaya, 2020). It is defined as a student's exhaustion from school or academic processes. Simultaneously, poor student well-being is a major source of concern in universities (Auerbach et al., 2018; Hunt & Eisenberg, 2010). Burnout can occur as a result of student well-being issues, such as prolonged stress (May, Bauer, & Fincham, 2015). While school burnout has been extensively researched in schools, research in universities is more limited.

School burnout symptoms such as exhaustion, inadequacy, and cynicism have already been shown to exist even at the beginning of university studies (Asikainen, Salmela-Aro, Parpala, & Katajavuori, 2020). Furthermore, burnout symptoms worsen as students progress through their studies. Lesser academic achievement and cognitive performance (Eisenberg, Golberstein, & Hunt, 2009; May et al., 2015), as well as lower educational aspirations and educational attainment at the higher education level, are correlated with mental health problems (Salmela-Aro & Read, 2017).

Burnout research began in the human services domain and has since been widely studied in the workplace. Job-related burnout has been defined as three components: emotional and physical exhaustion, cynicism about work, and decreased professional efficacy (Leiter & Maschlach, 2016). College students are also prone to burnout (Salmela-Aro & Read, 2017). Thus, studies on burnout in educational settings have been conducted, and synonymous definitions of exhaustion, cynicism, and study-related inadequacy have emerged.

According to Salmela-Aro et al., (2009), exhaustion refers to feelings of being burdened or exhausted as a result of overburdening work in studying; cynicism refers to a cynical or indifferent attitude toward studying in general and in relation to others; and lack of professional efficacy which refers to feelings of incompetence and poor success in studying. School burnout has also been referred to as study burnout (Salmela-Aro & Read, 2017) and study-related burnout in university settings (Asikainen, Salmela-Aro, Parpala, & Katajavuori, 2020).

It has been linked to a number of negative study outcomes in educational contexts. A recent review study of over 100,000 students found that all three components of burnout have a negative impact on academic achievement (Madigan & Curran, 2020). Students who are more burned out and cynical in school are less engaged in their studies, achieve less, and value school less (Tuominen-Soini & Salmela-Aro, 2014). Furthermore, all aspects of burnout have been found to be negatively associated with university students' dedication, vigor, and absorption (Salmela-Aro & Upadyaya, 2017). Students who are engaged in their studies and who experience less school burnout, thus, are more likely to continue their education after high school (Tuominen-Soini & Salmela-Aro, 2014).

Students' learning and studying skills, in addition to burnout, have been shown to play an important role in how students manage their studying (Asikainen, Parpala, Virtanen, & Lindblom-Ylänne, 2013; Hailikari & Parpala, 2014). Moreover, the presence of interest may increase the eagerness of learners actively participate in their learning and problem solving (Renninger & Bachrach, 2015). However, the studying and learning processes of students, as well as their relationship to burnout and interest, have not been fully investigated at the university level. This is surprising given that how students learn, interact, and study at university is linked to their burnout experiences (Asikainen, Salmela-Aro, Parpala, & Katajavuori, 2020).

Students' views of the learning environment's resources and demands affect their feelings of burnout and motivation, according to the demands-resources paradigm (Salmela-Aro & Upadyaya, 2014). Students' learning styles are related to their experiences with the demands of the teaching-learning environment

(Parpala, Lindblom-Ylänne, Komulainen, Litmanen, & Hirsto, 2010), as well as their motivation in learning (Kyndt, Dochy, Struyven, & Cascallar, 2011). Furthermore, interest has a direct impact on student's learning styles, particularly when the workload is severe (Kyndt et al., 2011).

There is additional evidence that students' learning styles are linked to their academic success and growth (Asikainen & Gijbels, 2017; Hailikari & Parpala, 2014). For these reasons, we believe that students' learning styles can influence their perceptions of the environment's needs and resources, as well as their motivation. Thus, it is critical to investigate the relationship between students' learning and study processes, as well as their interests and burnout experiences, in order to identify who are the at-risk students.

However, there is a need to investigate a person-centered approach to school burnout among higher education students (Salmela-Aro & Read, 2017) by identifying the components of burnout as well as a positive attitude toward learning (Salmela-Aro & Read, 2017; Moeller, Ivcevic, White, Menges, & Brackett, 2018). This is because burnout risk is a multi-component phenomenon, and students might exhibit various and different burnout component configurations, such as increased inadequacy but lesser cynicism, according to the study. Furthermore, burnout symptoms can occur in both highly motivated and dedicated students as well as students who are disengaged (Salmela-Aro & Read, 2017).

To an extent, according to Asikainen, Salmela-Aro, Parpala, and Katajavuori (2020), there is an association between different study profiles and study burnout experiences, but the study did not take into account students' interest or positive state of mind in studying, or the fact that students can be both interested and exhausted at the same time. Interest in learning has been found to be negatively connected to burnout (Korhonen, Tapola, Linnanmäki, & Aunio, 2016), however interest in other subjects has been found to be positively related to burnout (Hofer, 2010).

Self-Efficacy and Academic Burnout

General self-efficacy influenced the association between the desire for cognition and academic burnout, according to Naderi, Bakhtiari, Momennasab, Abootalebi, and Mirzae (2018). In addition, the demand for cognition (P 0.001) influenced the connection between general self-efficacy and academic burnout. Interventions aimed at increasing students' self-efficacy and need for cognition can help them avoid academic burnout while also enhancing their grades.

School burnout is more intense in secondary and high school education, according to Sert Agir (2018), where future choices and expectations become relevant in addition to the developmental difficulty. Secondary school students' burnout was investigated in this study in terms of academic self-efficacy, parental supervision, social support, leisure activities, and demographical variables. According to the correlation study, there was a significant positive relationship between Burnout School and Academic Self-Efficacy (r(396) =.44, p=.000), Burnout Education and Frequency of perception (r(396) =.32, p =.000), and Burnout Education and importance (r(396) =.34, p=.000). Female students were shown to have a higher level of burnout than male students, and parental supervision had different dimensions for female and male students. When the mother's education level rises, so does her academic self-efficacy, and when the father's education level rises, so does his feeling of inadequacy and academic self-efficacy. Age, grade, family employment situation, academic achievement, and leisure activities all showed a significant difference (p0.05).

Personal characteristics and an academic variable were burnout predictors among nursing students in Lopes and Nihei's (2020) investigations. According to the findings, self-efficacy and empathy can help prevent burnout.

Jung, Kim, Ma, and Seo (2015) evaluated the relationships between academic stress, academic burnout, and academic self-efficacy in Chinese teenagers, as well as the mediating effects of academic self-efficacy on the association between academic stress and academic burnout. The following is a summary of the study's findings and conclusions. This study found a strong link between academic stress and academic burnout. Academic stress and academic burnout, on the other hand, showed negative associations with academic self-efficacy. Academic self-efficacy has a partial mediating mechanism and a direct effect on the association between academic stress and academic burnout, according to the modeling. As a result, when academic self-efficacy was higher, academic stress and burnout were dramatically reduced. In the sphere of education and curriculum, these findings can be used to restructure or develop the Chinese middle school curriculum by incorporating helpful strategies for adolescent academic self-efficacy development.

Ro'ichatu Luthfia, Laily, and Sholichah demonstrate empirically the effect of academic self-efficacy on academic burnout in their study. With a population of 131 pupils, they used quantitative methodologies in their research. The researcher combined a non-probability sampling technique with an incidental sample technique in this example, yielding a total of 69 pupils. The study's findings show that there is a substantial negative relationship between academic self-efficacy and academic burnout, with higher academic self-efficacy resulting in reduced academic burnout. This study is designed to broaden the reader's understanding of the concept of burnout, particularly the effect of academic self-efficacy on academic burnout among working students at the University of X's Faculty of Engineering.

Fariborz, Hadi, and Ali (2019) used self-efficacy to evaluate the association between academic stress and stress response, as well as academic burnout. The fitness indices show that the suggested model is reasonably well-fitting to the data. The findings revealed that perceived academic stress and stress response have a favorable and substantial association. Furthermore, there is a negative and significant association between self-efficacy and academic burnout, as well as between perceived academic stress and self-efficacy. Moreover, the partial mediation influence of self-efficacy confirmed the statistical significance of the indirect effect of self-efficacy in the link between perceived academic stress and stress response with academic burnout. Academic stress has a positive and strong predictive power of academic burnout, according to the findings of the study. As a result, students who experience perceived academic stress are more likely to experience academic burnout.

All subscales of self-efficacy, motivation, stress and academic performance were connected with academic burnout, according to Sharififard, Asayesh, Hosseini, and Sepahvandi's (2020) study. Academic burnout was linked to stress and educational performance, while self-efficacy and academic motivation were linked to academic burnout in the opposite direction. Furthermore, the most important predictors of academic burnout were internal motivation, no drive, and managing work, family, and university.

Yu, Chae, and Chang (2016) investigated the relation between socially imposed perfectionism and academic burnout in medical students. They wanted to see if academic self-efficacy could play a role in mediating the connection between socially dictated perfectionism and academic burnout. Academic burnout and socially imposed perfectionism had a strong connection (r=0.428), according to the findings. Academic burnout and academic self-efficacy had a significant negative association (r=-0.727), indicating a close relationship between socially dictated perfectionism and academic burnout or academic self-efficacy in medical students. That is, there is a higher risk of academic burnout when socially imposed perfectionism is high while academic self-efficacy is low. Academic self-efficacy is more closely associated with academic burnout than socially mandated perfectionism, implying that academic self-efficacy is a good predictor of academic achievement. As a result, educational or counseling initiatives to improve academic self-efficacy in medical students who are experiencing academic burnout are crucial.

Martinez et al., (2021) found that the burnout aspects of cynicism and weariness were adversely connected with self-efficacy and outlooks. The academic efficacy dimension, on the other hand, had a positive relationship with self-efficacy. In addition, gender and age were found to be factors in burnout. Student self-efficacy was linked to burnout and future outlooks, with youths who had the greatest levels of self-efficacy having the most optimistic future outlooks and the least school burnout. Given the academic shifts that limit teenage engagement, self-efficacy, and future outlooks, intervention programs aimed at enhancing adolescent self-efficacy would reduce burnout and improve outlooks.

COR and SCT theory were utilized in the study of Akter (2021) to first analyze the factors connected to academic burnout, then examine the elements linked to academic self-efficacy, and finally to establish the relationship between academic self-efficacy and academic burnout in Khulna, Bangladesh. According to the research findings and analysis, all of the p-values for all of the variables were less than 0.05, indicating that all of the variables were statistically significant. Academic self-efficacy and Academic Burnout have a statistically significant connection (?=.506, Sig. =0.00), and all of the findings are validated by previous research.

Methodology

This study employed a descriptive-correlational design to investigate the existing relationship between self-efficacy and academic burnout among senior high students.

Respondents

The respondents of this study were 235 senior high school students who are currently enrolled in any private schools in the Philippines. Thus, due to the current pandemic, the study employed a convenience sampling method.

Instruments of the Study

The researchers adopted two standardized instruments to determine the senior high school respondents' self-efficacy and academic burnout. The Generalized Self Efficacy (GSE) developed by Schwarzer and Jerusalem (1995) was used to evaluate the self-efficacy of the respondents. The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The scale is usually self-administered, as part of a more comprehensive questionnaire. The measure has also been used widely and internationally with success for two decades. It is suitable for a broad range of applications. It can be taken to predict adaptation after life changes, but it is also suitable as an indicator of the quality of life at any point in time. Maslach Burnout Inventory – Student Survey (MBI – SS) was utilized to measure the level of academic burnout among students. The MBI-SS consists of 15 items that constitute three subscales: exhaustion (EX; 5 items), cynicism (CY; 4 items), and efficacy (EF; 6 items) to evaluate the respondent's burnout in relation to their academics (Maslach & Jackson, 1996).

Procedures

The participants were given informed consent and sufficient time to deal with the questions. Their participation in the study is voluntary, without the requirement of writing their names and other private profiles. Their responses will be kept with strict confidentiality and protected under the Data Privacy Act of 2012 (R.A. 10173). After the students finished answering the questionnaires, the data were organized accordingly with factual references. The data gathered were used as the foundation in formulating factual interpretation and analysis in creating the presentation of the findings.

Ethical Considerations

With the situation of the researchers during the COVID-19 pandemic, the ethical standards were strictly implemented exceptionally in the various online platforms. Therefore, the survey questionnaire was disseminated through Google form. The consent was present in the initial part of the survey form to ensure that the researchers would get the respondents' full permission before proceeding in answering the questionnaires and that the respondents fitted accordingly to the study's criteria. The instruments and manners for data gathering were also under the permission of the research professor. Furthermore, the respondents' data input confidentiality was secured and protected by the researchers and this study. With the given factors above, the language used in the survey form was suitable for both Filipino and English speakers. Thus, ethical regards were explicitly applied.

Result

This section reveals the statistical findings of the study through the use of a research question. Further, with the use of SPSS, the Pearson correlation coefficient was computed. With this, determining and comparing the mean and the relationship between variables was factually concluded.

Relationship between Self-Efficacy and Academic Burnout

The study mainly focuses on the relationship between self-efficacy and academic burnout. The statistical analysis demonstrated that the variables are significantly correlated, with an associated probability value of 0.05 alpha level of significance, as presented in Table 1. Therefore, the null hypothesis is rejected.

In the study of Martinez et al., (2021) it is found that burnout aspects of cynicism and weariness were adversely connected with self-efficacy and outlooks. The academic efficacy dimension, on the other hand, had a positive relationship with self-efficacy. Student self-efficacy was linked to burnout and future outlooks, with youths who had the greatest levels of self-efficacy having the most optimistic future outlooks and the least school burnout. Given the academic shifts that limit teenage engagement, self-efficacy, and future outlooks, intervention programs aimed at enhancing adolescent self-efficacy would reduce burnout and improve outlooks.

In addition, according to Naderi, Bakhtiari, Momennasab, Abootalebi, and Mirzae (2018), general self-efficacy influenced the association between the desire for cognition and academic burnout. Thus, the demand for cognition influenced the connection between general self-efficacy and academic burnout. Interventions aimed at increasing students' self-efficacy and need for cognition can help them avoid academic burnout while also enhancing their grades.

Hence, the study findings concluded that self-efficacy and academic burnout have a significant relationship.

Table 1
Pearson Correlation of Self-Efficacy and Academic Burnout

CORRELATION			
		Burnout	***Self-Efficacy***
Burnout	*Pearson Correlation*	1	.168*
	Sig. (2-tailed)		.010
	N	235	235
Self-Efficacy	*Pearson Correlation*	.168*	1
	Sig. (2-tailed)	.010	
	N	235	235

Discussion

Different studies supported and presented various results on the relationship between self-efficacy and academic burnout. However, some studies tend to overlook the significance of the two variables as to how they were related to each other. Participants' responses were the indicator in fabricating factual results about student self-efficacy and academic burnout. It can be concluded that self-efficacy is significantly correlated with academic burnout. The results show that the increase in self-efficacy will be perceived as a decrease in academic burnout among students. The study also reveals that the pandemic has affected the learning and efficacy of a student in different areas. Thus, in order to decrease the level of burnout, parents, schools and educational institutions should monitor the efficacy of the students.

In addition to this, students' self-efficacy should always be considered in coping with different stresses, adapting to new learning and environment, and monitoring self-actualization. It should be remarked that low self-efficacy will result in burnout among students. Therefore, the study proposed to promote the priority of checking students accordingly to their situations, capabilities, efficiency, and coping mechanisms as so as to avoid academic burnout. The decrease in pressure and stress is also essential in partaking in the self-efficacy and burnout of an individual. As a result, the experience of burnout among students would be evitable and addressed beforehand.

Conclusion

The current online learning amidst the pandemic has partially affected the self-efficacy of students, resulting in perceived academic burnout. Specifically, the higher the burnout they experience, the lower they possess self-efficacy. As factually stated in the result, there is a significant correlation between self-efficacy and academic burnout among students in the Philippines, highly indicating that the null hypothesis is rejected. A reliable number of respondents ascertained that with the adjustment of online learning during COVID-19, there was an oscillation in their cognitive and coping capability.

Based on the given table above, a result of the statistical average score of 0.168 with a significance alpha value of 0.05 for general self-efficacy and academic burnout was calculated. Thus, low self-efficacy is correlated with the risk of burnout, which factually determines the capability of a student to come up with strategic mechanisms efficiently by relying on their general self-efficacy. Above all, the results of the study exemplify the correlation between the two variables, disclosing a total average mean of 2.90 and 4.35, sequentially, for self-efficacy and academic burnout.

Consequently, the study highly promotes monitoring of students' condition and coping capabilities prior to their efficacy. Further, avoidance of experiencing burnout among students should be essentially addressed and prioritized. The study suggests occasional breaks and considerations in distributing student's workloads and timely monitoring of student's efficiency in institutions or schools, as to predict possible burnouts and decrease in self-efficacy. To conclude, by implementing and providing quality, resourceful, and fresh strategies in online education, students will be able to cope efficiently in their studies and maintain good cognitive amidst the pandemic.

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