

**Relationship between Grit and Academic Burnout among College Students of
Arts and Science Stream**

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Bachelor of Science in Psychology

By

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CERTIFICATE

This is to certify that the dissertation entitled, “Relationship between Grit and Academic Burnout among College Students of Arts and Science Stream.”, is a bonafide record submitted by Ameesha Puthiyotil, Reg.no. SB20PSY015, of St.

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DECLARATION

I, Ameesha Puthiyottil, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Bhavana P Sanoj Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

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Abstract

Burnout is a state of emotional, physical and mental exhaustion caused by excessive and prolonged stress. It occurs when someone feels overwhelmed, emotionally drained and is unable to keep up with their constant demands. Grit is defined as expressing a passion and perseverance for pursuing long-term goals, grit provides individuals with the ability to strive towards achieving their long term goals while persisting in the face of adversity. The aim of the research was to study the relationship between these two variables. The study was conducted among college students pursuing Arts and Science stream through an online survey employing convenience sampling. The data was analyzed using Spearman's correlation analysis. A negative correlation was observed between Academic Burnout and Grit among both Science and Arts Stream students. The results of the study can help understand the impact of grit on academic burnout in college students.

Keywords: Academic Burnout, Grit, Arts Stream, Science Stream

Chapter I

Introduction

There is a growing prejudice against the humanities and arts, which implies that they are less desirable degree options. Those who experience bias the most frequently dismiss it as an unavoidable result of their decision to major in the humanities. From the population of degree students, a sample of final year bachelorette students pursuing Arts and Science are taken as these educational degrees are considered easy or stress free. (P W Inbody, 1958).

Burnout is a state of emotional, physical and mental exhaustion caused by excessive and prolonged stress. It occurs when someone feels overwhelmed, emotionally drained and is unable to keep up with their constant demands. The psychological concept of burnout has only been recognized for about forty years. Herbert Freudenberger was one of the pioneers in the field of burnout research. He noticed that a group of volunteers with whom he was working in a free clinic were experiencing emotional exhaustion and a loss of motivation over time. He called the condition “burnout” in an article published in the Journal of Social Issues in 1974. He defined burnout to be ‘the extinction of motivation or incentive, especially where one's devotion to a cause or relationship fails to produce the desired results.’ (Freudenberger, 1974). During the same period Christina Mashlach conducted an independent research on the same concept. Based on their research findings, Maslach and her colleagues defined burnout as “ a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity” (Maslach, Jackson, & Leiter, 1996)

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Burnout is still not completely accepted as a mental disorder in its own right in the academic field, especially in clinical psychology and psychiatry. (L V Heinemann & T Heinemann)

There is substantial uncertainty that "burnout" is an intuitively understandable word to express the experiences of those who have been described by themselves or others as experiencing emotional exhaustion at work. The rise of interest in the subject may be explained by the fact that burnout is an adequate and understandable word for the emotions many people feel while at work. Yet, the idea of emotional exhaustion by itself may not be very helpful in describing how burnout develops and how to treat it. The determinants are those things that are going to propitiate, activate, and/or perpetuate people suffering from burnout syndrome. These elements can generally be divided into two categories: organizational factors, such as the workload or the emotional demands involved, and personal factors, such as the worker's personality or coping mechanisms. It is critical to stress that this syndrome is mostly a result of exposure to specific working settings and not a personality attribute or other aspect of the individual. Hence, variables relating to the work (such as information, structure, or interactions with consumers, clients, managers, and/or peers) would be the triggers of burnout. Whereas it is acknowledged that organizational problems can themselves lead to burnout. Although students may not hold jobs or have formal employment, from a psychological standpoint, their primary activities might be viewed as "work." In order to do this, they participate in organized, coercive activities (such attending classes and completing homework) (i.e. passing exams). Thus, as a work-related phenomena, burnout may also occur in students, where it emerges as feelings of exhaustion from the demands of their studies, a jaded and disconnected attitude toward their studies, and a sense of inadequacy as a student. Initially burnout has very modest symptoms along with each subject's unique behaviors and attitudes. The symptoms of the syndrome include

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physical and mental exhaustion, a poor self-concept and attitude, a lack of optimism for their future and their profession, and a depersonalized and impersonal approach to other people and their tasks. Academic burnout is the feeling of helplessness, pessimism, and low self-efficacy among students. Academic burnout also describes the symptoms of tiredness and disengagement that students have as a result of prolonged exposure to particular academic demands. Previous studies demonstrated that academic fatigue severely impacted academic engagement and was linked to a higher risk of suicide ideation in students.

It was previously assumed that a student's IQ would be a deciding factor in whether or not they would succeed in school (Allen & Bond, 2001; Kidd & Latif, 2003). Angela Duckworth first introduced the idea of grit in 2007, it has gained enormous popularity among psychologists all around the world (Duckworth, Peterson, Matthews & Kelly, 2007; Duckworth, 2016). Defined as expressing a passion and perseverance for pursuing long-term goals, grit provides individuals with the ability to strive towards achieving their long term goals while persisting in the face of adversity implying grit is passion and sustained persistence applied toward long-term achievement, with no particular concern for rewards or recognition along the way. It combines resilience, ambition, and self-control in the pursuit of goals that take months, years, or even decades. Two key components of grit are persistence in effort and consistency in interest. Interest is more often related with meaning than with pleasure in the sense of short-term, instant fulfillment. To overcome the obstacles and hardships that may arise while pursuing a long-term goal, people must first give it a personal meaning. A long-term goal needs to be not only significantly meaningful, but also engaging; to sustain the individual's effort and vigor (Perez,

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2015) . Both facets of grit are fundamental ingredients of success, since perseverance of effort contributes to the achievement of mastery despite failure, and consistency of interest is essential in engaging in deliberate practice to reach mastery (Credé et al. 2016) . The distinction between the two aspects of grit is captured by the Grit Scale, a 12-item self-report questionnaire (Duckworth et al., 2007) and its short version, the 8-item Grit Scale-S (Duckworth & Quinn, 2009) . Most research considers grit as an overall score on the scale, while there are cases where the two facets are explored as two separate constructs (Credé, Tynan, & Harms, 2016) .

Rationale of the study

Grit is defined as the capacity to persist through challenges and sustain an endeavor over an extended length of time. Students may encounter numerous times of stress and struggle during the course of their academic careers. Burnout, which is characterized by weariness and disinterest in one's work, may develop from this. This study tries to define the relationship between grit and burnout among college students of arts and sciences. Previous studies were conducted ,one among which was done on medical students establishing the relationship between burnout and grit forming a result out of 59 students,19(32.2%) showed signs of burnout at some point during the first year of medical school. Grit was found to have a substantial protective impact against feeling burnout .According to the National Crime Record Bureau (NCRB), in 2020, a student took their own life every 42 minutes that is, every day, more than 34 students died by suicide.In India, at least one student committed suicide per hour. 10,335 student suicides were reported in the year, which is the most in the 25 years for which data are available.Moreover kerala is one among the top three states in india to be reported with suicides in which young adults have a majority, including this same state having high literacy state.This

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study aims to find significant relationship between grit and academic burnout in final year bachelorette students of Arts and Science .Several studies has been conducted on grit and academic burnout giving out positive corelation and negative corelation causing unreliability in the results leading to a research gap.Here this study potentially tries to focus on a specific sample of final year bachelorette students of Arts and Science.This particular sample has never been conducted elsewhere ,moreover inorder to fill the research gap and find out if curriculum is one of the factor for burnout, by taking samples of two different students groups, Arts and Science.

Chapter II

Review of Literature

Focusing on grit, an attribute of learners, and ways of increasing grit should be developed by universities to reduce academic burnout and negative experiences among undergraduate students. (Gill Waugh, Rosie Allen et.al 2022). The participant's learning engagement was positively correlated with their learning agility and grit and negatively correlated with their academic burnout (M K Jeon, M Y Lee, 2022). It is seen that the predictive abilities of grit can be enhanced by concentrating on the perseverance of efforts component of grit, rather than overall grit. (Allen & Rosie Elizabeth et.al, 2021). Grit was identified as a protective factor, a robust character trait which can prognosticate academic burnout in medical students (M.R Juman, S. Compton, 2020). Grit appeared to be an independent predictor of burnout in internal medicine residents, with lower grit scores associated with higher burnout scores. (Andrei Brateanu MD, Jennifer Ramsey MD, Susan C. Scott MD et.al, 2020). Demands of high school students were positively related to burnout and negatively related to engagement. Both facets of grit negatively related to exhaustion, whereas only perseverance of effort was positively related to engagement. Burnout being positively related to depression and negatively related to life satisfaction, whereas engagement positively related to life satisfaction. (Z. Teuber, E Wild, 2020). A positive psychological capital mediated the relationship between academic grit and academic burnout and it was necessary to provide positive psychological capital to enhance or maintain

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academic grit in the context of academic burnout when academic grit showed a negative effect on academic burning. (K. Kim, 2019). High personal standards and desire to be organized serve as positive strivings and facilitate academic engagement. But evaluative concerns over mistakes, doubts about one's actions and expectations from parents act as maladaptive characteristics for students, and lead to burnout symptoms. (Yiwen Zhang, Yiqun Gan, Heining Cham, 2019). Adaptive coping and optimism help to prevent academic burnout and, therefore, positively affect academic performance. (Olga Arias-Gundín & Celestino Rodríguez, 2019). Despite criticism within scientific literature of their overlap with other traits and difficulty to measure accurately, grit and resilience have been offered as possible explanations for students who succeed in the face of pressure. (Jaclyn M. Stoffel and Jeff Cain, 2018). Succeed in the face of pressure. (Jaclyn M. Stoffel and Jeff Cain, 2018). A weak negative correlation between grit and burnout was also seen in UK doctors with significant high grit scores for hospital consultants than trainees and highest level of burnout seen among general practitioners. (H Laura, A Walker, J Hines 2017). Optimism and grit together were subsequently predictive of consistency and performance in professional footballers. (Patrick J. Steinfors, 2015). College students who tend to report that they sustained their engagement and did not give up on achieving long-term goals also reported, on average, increased value for their schoolwork, and greater confidence that they could successfully learn the material and thereby showing an increase in academic achievement. (Christopher A. Wolters & Maryam Hussain 2015). Burnout is associated with erosion of professionalism and serious personal consequences; positive mental health attenuates some adverse consequences of burnout. (L N Dyrbye, A Eacker, M R Thomas, J A Sloan, 2012).

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Chapter III

Methodology

Aim

A study to find the relationship between grit and academic burnout among college students of Arts and Science Stream.

Research Question

Is there a significant relationship between Academic Burnout and Grit among Arts and Science stream final year students?

Objective

- To study the relationship between grit and academic burnout among college students
- To study the difference between bachelor of science students and bachelor of arts students regards grit
- To study the difference between bachelor of science students and bachelor of arts students regards academic burnout.

Hypothesis

H1: There will be a significant relationship between grit and academic burnout in science students.

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H2: There will be a significant relationship between grit and academic burnout in arts students

H3: There will be a significant difference between science students and arts students regarding grit.

H4: There will be a significant difference between science students and arts students regarding the academic burnout.

Operational Definition

The following are the operational definitions of the variables used in the study:

1. Academic Burnout

Academic Burnout is operationally defined as the sum total of scores assessed in the Academic Burnout inventory. The Copenhagen Burnout Inventory (CBI) is a 25-item self report consisting of 4 subscales: Person Related Burnout, Colleagues Related Burnout, Studies Related Burnout and Teachers Related Burnout in order to monitor how often individuals experience burnout academically. (Juliana Alvares Duarte Bonini Campos, Mary Sandra Carlotto & Joao Maroco, 2005)

2. Grit

Grit is operationally defined as the sum total of scores obtained in the short grit scale. The short grit scale (Grit-S), consist of 8 items and 2 subscales: Consistency of Interest and Perseverance of Effort. (Angela Lee Duckworth & Patrick D Quinn, 2016)

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Research Design

Correlational research design

Sample and sampling

The sample used in this study are Arts and Science stream students within Kerala. Data will be collected from a sample of 67 male and 232 female Arts and Science stream college students. The type of sampling used was convenience sampling as the participants were selected based on their availability and willingness to participate.

Inclusion criteria

1. Final Year College students pursuing bachelor of science
2. Final Year College students pursuing bachelor of arts.

Exclusion criteria

1. Arts and Science stream students who are working part time.
2. Students with intellectual disabilities.

Tools used for data collection:

1. Copenhagen Burnout Inventory – Student Version (Juliana Alvares Duarte Bonini Campos , Mary Sandra Carlotto & Joao Marococ,2005)

CBI – S is a tool that assesses whether you might be at risk of burnout. In order to determine the risk of burnout in students CBI – S explored four components: Person Related Burnout,

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Colleagues Related Burnout, Studies Related Burnout and Teachers Related Burnout. There are a total of 25 questions with 4 questions under the personal dimension, 7 questions under colleague related dimension, 6 questions under studies related dimension and 6 questions under teacher related dimension.

Based on a number of investigations, it has been determined that the CBI has good reliability and validity. Internal consistency as well as convergent, discriminant and concurrent validity were good.

2. Short Grit Scale (Angela Lee Duckworth & Patrick D Quinn, 2016)

Grit-S is a tool that measures trait-level perseverance and passion for long-term goals. The scale retains the 2-factor structure of the original Grit Scale (Duckworth, Peterson, Matthews, & Kelly, 2007) with 4 fewer items and improved psychometric properties. It consists of Consistency of Interest and Perseverance of Effort as the two factors. Each scale has 6 questions each.

Based on a number of investigations, it has been determined that the Grit – S has good reliability and validity. A reliability of 0.82 was measured. Internal consistency, test–retest stability, consensual validity with informant-report versions, and predictive validity were found.

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Reliability Analysis

Table 1

Reliability of instruments obtained on the sample

Sl. No.	Instruments	N	Cronbach's α
1.	Academic burnout scale	320	.930
2.	Emotional Exhaustion	320	.531
3.	Depersonalization	320	.835
4.	Personal accomplishment	320	.467
5.	Short grit scale	320	.712
6.	Perseverance	320	.873
7.	Passion	320	.698

Procedure:

The study was conducted by sending the questionnaires through google forms. The informed consent of the participants were taken before the questionnaire. The collected name and other demographic details are kept confidential. The participant was informed that they can withdraw from the study at any time. This form contained details on the research's objectives, how data would be collected, potential risks and benefits, and the participant's right to withdraw from the study at any time.

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Ethical consideration

- The participants anonymity and confidentiality of the research data is ensured.
- Informed consent will be obtained from the participants prior to the study.
- Any type of communication in relation to the research will be done with honesty and transparency.

Data analysis:

The data was collected and then analyzed using SPSS (Statistical Package for the Social Sciences) a software used to analyze statistical data. The population was not normally distributed, hence the correlation of the data was measured using Spearman's Correlation Coefficient in order to determine the relationship between grit and academic burnout. T- Test is applied to determine the difference in bachelor of science and bachelor of arts students with regard to grit and academic burnout.

Table 2

Result of test of normality of Academic Burnout and Grit

SI. No.	Variable	K	Df	Sig.
1.	Academic Burnout	.980	240	.002
2.	Grit	.987	240	.024

Chapter IV

Result and Discussion

The study was conducted among 320 male and female Arts and Science stream final year students . The chief objectives of the present study were to find out whether there exists a significant relationship between Academic Burnout and Grit in Arts and Science stream College Students. Spearman's correlation was used to find the relationship between the two variables.

Table 3

The table shows the socio demographic details of the sample(N=320).

Parameters	Number	Frequency
Gender		
Female	159	79.5%
Male	34	17.0%
Programme		
Science Stream	160	50%
Arts Stream	160	50%
Academic Qualification		
Undergraduate	287	89.7%
Post graduate	33	10.3%

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In table 3 we can see the socio demographic details of the sample studied in this population. Among the people from various science and arts streams, females were found to be the majority when compared with males. Most of the people in the sample were Undergraduate students. Data collected from both the streams were equal in number, 160 each.

Table 4

The table shows the descriptive statistics of the data.

	Mean	Std.Deviation	N
Burnout	72.59	16.489	320
Grit	24.80	4.193	320

The above table shows the descriptive statistics of the data collected. The lowest possible score for Academic burnout is 25 indicating that students are in a low-risk phase, where they are still engaged in their work, having low levels of manageable stress .Scores above 50 is considered as the highest score.The mean of burnout from the study was found to be 72.59 and SD 16.489.Thus we can conclude that burnout score is high in students of the selected population having difficulties managing their work. It may reduce productivity and sap energy, leaving behind a feeling of increased helplessness, hopelessness and resentment. Considering the other

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variable, the lowest possible score for grit is in the range between 1-35 and highest between 46-60. The mean for grit was found to be 24.80 and SD 4.193 indicating that grit score lies in the low range, where they lack extreme passion and perseverance to achieve their personal and professional goals. They may experience lack of motivation to complete the task or maintain the same interest throughout the process.

Table 5

This table shows the correlation between Academic burnout and Grit among Science students

Variables	Grit
Academic burnout	-.280**

**Significant at 0.01 level (2-tailed)

The correlation between Academic burnout and Grit in science stream students can be seen in Table 5. The correlation coefficient was found to be -.280. This shows that a negative correlation is present between grit and academic burnout among the students of science stream. The strength of the correlation was found to be weak. This may indicate that as the grit of the students decreases the intensity of academic burnout experienced in the students may increase or

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vice versa. The negative correlation could be due to the curriculum they choose or the right course highlighting their interests. In a similar study conducted among UK doctors a weak negative correlation between grit and burnout was found, with significant high grit scores for hospital consultants than trainees and highest level of burnout seen among general practitioners. As a high level of grit is associated with less burnout, interventions to improve grit through resilience training should be examined. (H Laura, A Walker, J Hines 2017). Similarly a longitudinal study was conducted among medical students showcasing that grit acted as a protective factor from burnout. Less motivated students may be more prone to burnout because grit has been found to be a protective factor against subsequent burnout. According to the findings, grit is a strong character feature that can predict burnout in medical students. The development of grit as a personal job resource could be advantageous for these students.(M Jumath,PKH Chow 2020).

Table 6

The table shows the correlation between Academic burnout and Grit among Arts students

Variable	Academic burnout
Grit	-.213

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The correlation between Academic burnout and grit among Arts students is depicted in the above table. The correlation coefficient was found to be -0.213. A negative correlation was found among both the variables. The strength of the correlation was found to be weak. This may indicate that as the grit of the students decreases the intensity of academic burnout experienced in the students may increase or vice versa. This again supports the previous literature. Providing positive psychological capital to enhance or maintain academic grit in the context of academic burnout when academic grit shows a negative effect on academic burning. (K. Kim, 2019). Previously explained as grit acts as a protective factor could lead to academic burnout increases when grit decreases. Both motivational factors and approaches to learning have been found to be important predictors of student learning outcomes (Kember, Charlesworth, Davies, MacKay, & Stott, 1997). we could assume that approaches to learning could also be related to experiences of burnout.

Table 7

The table shows the result of Mann-Whitney U test comparing differences of Academic burnout in Arts and Science stream students.

Programme	N	Mean Rank	U	z	sig
Arts stream	160	169.93	12217.500	-.707	.480
Science stream	160	151.07	11290.500	-1.825	.068

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The above table shows the results of the independent samples t-test conducted to examine the difference in Academic Burnout scores between Arts and Science students . The mean rank among the students in both the streams are not very different. Further, the difference is not statistically significant as the p-value being 0.068 is greater than .05. Even though it seems probable that the arts students would have less burnout compared with science students, it is not true in the present scenario. The intensity of the burnout experienced by both the arts and science stream students are seen to be approximately similar.

Table 8

The table shows the result of Mann-Whitney U test comparing differences of Academic burnout in Arts and Science stream students.

Programme	N	Mean Rank	U	z	sig
Science Stream	160	164.14	12217.500	-.707	.480
Arts Stream	160	156.86	11290.500	-1.825	.068

The above table shows the results of the independent samples t-test conducted to examine the difference in Grit scores between Arts and Science students . The mean rank among the

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students in both the streams are not very different. Further, the difference is not statistically significant as the p-value being .480 is greater than .05. The results can be concluded by saying that there is no significant difference between the grit scores among arts and science stream students.

Chapter V

Conclusion

The aim of this research is to investigate the relationship between Academic Burnout and Grit among Arts and Science stream students. Correlation was drawn between Academic burnout and grit .

The findings of the study are given below:

- There is a significant relationship between Academic burnout and Grit among Arts stream students.
- There is a significant relationship between Academic burnout and Grit among Science stream students.
- There is no significant difference in Academic burnout among Arts and Science students.
- There is no significant difference in Grit among Arts and Science students.

Implications

- This study helps us understand whether Academic burnout is related to Grit . Some facets of stress,exhaustion ,passion and perseverance are quite related hence identifying these can help tackle them better.
- The present study also helps us understand the association between the Academic burnout and Grit . These are values that can be promoted with the general population.
- Researchers can use this study for further research purposes to analyze the relation between grit and burnout in a large population.

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- Help understand levels of grit and Academic burnout present in individuals, so as to find new ways to improve grit and learning productivity as well as reduce burnout symptoms.

Limitations

- **Sample size:** Due to the study's potentially small sample size, it may not have been possible to statistically identify any significant relationship between the variables.

To find minor yet significant differences, a larger sample size might be needed.

Sampling bias: The study used a convenience sampling technique that might not accurately represent all students in Kerala. As a consequence, the findings might not apply to the total population.

- **Limited age range:** The research only included college students largely participated by young adults, which may not be representative of all students in Kerala across all ages. The findings and generalizability of the study could be impacted by the narrow age range.

- **External influences:** It is possible that the study missed environmental factors that might have an impact on the relationship between Academic burnout and Grit. For instance, factors like low income or personal conditions may have an influence on how these variables relate to one another.

- The questionnaire was considerably long which might have compromised the sincerity of participants.

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Suggestions for further research

- The relationship between Academic burnout and Grit may be influenced by various moderating factors, such as personality traits, personal satisfaction etc. Researchers could study the levels of grit and burnout in individuals helping predict their behavior.
- Studying the effects of various strategies or training courses intended to improve grit and reduce Academic burnout among students may also be helpful.
- Since the current study was restricted to students in Kerala future research could replicate it with a larger sample size and a wider geographic scope to improve the generalizability of the results. Academic burnout and Grit may be significantly correlated, and this correlation may be strongly influenced by cultural variables.
- Future studies could look at the sociocultural context of other countries to see if the findings vary. In order to determine whether the findings apply only to Arts and Science students or if they can be extended to other streams. This helps to find if curriculum has anything to do with the two variables.
- Another area of future research might be to look into the connection between Academic burnout and Grit in other occupational streams helping individuals overcome work related burnout and channel their grit into improving their professional goals
- Students suffering from high Burnout can be analyzed, and help them provide appropriate treatments like REBT so as to analyze the irrational beliefs and negative thought patterns that could lead to Burnout symptoms.

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Appendices

Informed Consent Form

This study is being conducted by Ameesha Puthiyottil, Devika Girish and Ahsana Sameera currently pursuing BSc Psychology at St. Teresa's College, Ernakulam. As part of our Undergraduate Curriculum, we are conducting a study on grit and academic burnout among arts and science stream students.

If you need any clarification or queries, you may contact us at –

devikapsy20@teresas.ac.in, ameeshapsy20@teresas.ac.in or ahsanapsy20@teresas.ac.in.

By clicking "I Agree" below,

1. You have read the above description of the study.
- 2..Final Year College students pursuing bachelor of science
- 3.Final Year College students pursuing bachelor of arts.
4. You have freely consented to participate in this research study.
5. You have understood that you have the right to withdraw at any time during the study.

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Socio Demographic Sheet

Name (Initials): _____

Age: ____

Gender: _____

By clicking on 'I Agree',

1. You have read the above description of the study.
2. You confirm that you are a final year college student.
3. You have freely consented to participate in this study.

I agree to be part of the study

I do not agree to participate in this study

Program

Arts Stream

Science Stream

Course: _____

Qualification

Undergraduate

Post Graduate

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Short Grit Scale (Angela Lee Duckworth & Patrick D Quinn,2016)

Directions for taking the Grit Scale: Please respond to the following 8 items. Be honest – there are

no right or wrong answers!

Scoring:

For questions 2, 4, 7 and 8 assign the following points:

1 -Not like me at all

2 -Not much like me

3 -Somewhat like me

4 - Mostly like me

5 -Very much like me

For questions 1, 3, 5 and 6 assign the following points:

1 -Very much like me

2 - Mostly like me

3 -Somewhat like me

4 - Not much like me

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5 - Not like me at all

Add up all the points and divide by 8. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

1. New ideas and projects sometimes distract me from previous ones.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

2. Setbacks don't discourage me.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

3. I have been obsessed with a certain idea or project for a short time but later lost interest.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me

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- Not like me at all

4. I am a hard worker.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

5. I often set a goal but later choose to pursue a different one.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

6. I have difficulty maintaining my focus on projects that take more than a few months to complete.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

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7. I finish whatever I begin.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

8. I am diligent.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

**Copenhagen Burnout Inventory – Student Version (Juliana Alvares Duarte Bonini Campos
, Mary Sandra Carlotto & Joao Marrococ,2005)**

There are 25 questions rated by the Likerts scale ranging from

1- Never

2- Rarely

3- Sometimes

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4- Frequently

5- Always

The total score of each participant was categorized into two categories which are “burnout” (≥ 51 points) or “no burnout” (≤ 50 points) (13).

1. How often do you feel tired?

- Never
- Rarely
- Sometimes
- Frequently
- Always

2. How often are you physically exhausted?

- Never
- Rarely
- Sometimes
- Frequently
- Always

3. How often are you emotionally exhausted?

- Never
- Rarely

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- Sometimes
- Frequently
- Always

4. How often do you think: “I can’t take it anymore”?

- Never
- Rarely
- Sometimes
- Frequently
- Always

5. How often do you feel worn out?

- Never
- Rarely
- Sometimes
- Frequently
- Always

6. How often do you feel weak and susceptible to illness?Never

- Rarely
- Sometimes
- Frequently
- Always

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7. Do you feel worn out at the end of the working day?

- Never
- Rarely
- Sometimes
- Frequently
- Always

8. Are you exhausted in the morning at the thought of another day at work?

- Never
- Rarely
- Sometimes
- Frequently
- Always

9. Do you feel that every working hour is tiring for you?

- Never
- Rarely
- Sometimes
- Frequently
- Always

10. Do you have enough energy for family and friends during leisure time?

- Never

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- Rarely
- Sometimes
- Frequently
- Always

11. Is your studies emotionally exhausting?

- Never
- Rarely
- Sometimes
- Frequently
- Always

12. Does your studies frustrate you?

- Never
- Rarely
- Sometimes
- Frequently
- Always

13. Do you feel burnt out because of your studies?

- Never
- Rarely
- Sometimes

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- Frequently
- Always

14. Do you find it hard to work with colleagues?

- Never
- Rarely
- Sometimes
- Frequently
- Always

15. Does it drain your energy to work with colleagues?

- Never
- Rarely
- Sometimes
- Frequently
- Always

16. Do you find it frustrating to work with colleagues?

- Never
- Rarely
- Sometimes
- Frequently
- Always

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17. Do you feel that you give more than you get back when you work with colleagues?

- Never
- Rarely
- Sometimes
- Frequently
- Always

18. Are you tired of working with colleagues?

- Never
- Rarely
- Sometimes
- Frequently
- Always

19. Do you sometimes wonder how long you will be able to continue working with colleagues?

- Never
- Rarely
- Sometimes
- Frequently
- Always

20. Do you find it hard to work with teachers?

- Never

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- Rarely
- Sometimes
- Frequently
- Always

21. Does it drain your energy to work with teachers?

- Never
- Rarely
- Sometimes
- Frequently
- Always

22. Do you find it frustrating to work with teachers?

- Never
- Rarely
- Sometimes
- Frequently
- Always

23. Do you feel that you give more than you get back when you work with teachers?

- Never
- Rarely

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- Sometimes
- Frequently
- Always

24. Are you tired of working with teachers?

- Never
- Rarely
- Sometimes
- Frequently
- Always

25. Do you sometimes wonder how long you will be able to continue working with teachers?

- Never
- Rarely
- Sometimes
- Frequently
- Always

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