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Burnout's Shadow: The Influence on Learning Agility in Academic Settings

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Abstract

Academic burnout among students has become a significant concern in today's educational landscape, impacting not only their mental well-being but also their ability to learn and adapt. Simultaneously, the concept of learning agility, denoting the ability to learn, unlearn, and relearn in various contexts, has gained attention as a crucial skill for the 21st-century workforce. This research aims to understand how academic burnout affect learning agility, to explore the factors contributing to academic burnout and their impact on learning agility, to understand the relationship between academic burnout and learning agility.

This paper delves into the intricate relationship between academic burnout and learning agility, aiming to unravel how these factors interplay and influence one another within educational settings. The factors of learning agility include growth orientation, self-awareness, reflection pursuit, behavioral change. The factors that influence academic burnout are high academic demand, excessive workload, competitive environment, interpersonal relationship.

It investigates how academic burnout adversely affects students; cognitive flexibility, resilience, and openness to new experiences, ultimately stifling their learning agility. The implications of this study are crucial for educators, policymakers, and mental health professionals. By recognizing the **reciprocal influence between** academic burnout and learning agility, educational institutions can implement targeted interventions. The study administered survey questionnaire keeping UG and PG students as respondents. The research helped in understanding the relationship between academic burnout and learning agility with significant implications for both UG and PG students.

Key words: Academic burnout, Education, Mental well-being, Learning agility, Students, Educational institutions.

Introduction

One of the most important goals of education systems in today's world, which has always been the attention of researchers, is the development of motivated, purposeful, progressive, and productive learners. The opposite with academic achievement, is academic failure, and academic burnout. The term burnout was scientifically used, for the first time, by a psychiatrist named Freudenberger (1974).Conventionally, burnout is considered as a three-component syndrome: emotional exhaustion,depersonalization, and reduced individual accomplishment, which is measured by the Maslach Burnout Inventory (Maslach & Leiter, 1997).

Emotional exhaustion refers to the feeling of being empty and depleted from individual emotional resources as a component of individual stress. The depersonalization refers to negative pessimistic orexcessive responses with anxiety other people in the workplace show as an interpersonal componentof burnout. Finally, the reduced individual accomplishment refers to a lack of sense in the suitabilityand fertility rate, and low level of self-efficacy, which includes the component of burnout self- assessment. The definition of academic stress is the anxiety and stress that comes from schooling andeducation. There is often a lot of pressure that comes along with pursuing a degree and one's education. There is studying, homework, tests, labs, reading, and quizzes. There is the stress of doingall the work, balancing the time and finding time for extra-curricular activities. Academic stress is especially hard on school students who are often living away from home for the first time. Teachersexpect work to be completed on time. Students may underestimate the amount of time it takes to complete reading and writing assignments, to print out copies of their work. Stress and its manifestations, such as anxiety, depression, and burnout, have always been seen as a common problem among people in different professions and occupations. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon. In recent years, burnout has expanded to educational contexts and situations and is mostly mentionedas academic burnout. Neuman proposed the term academic burnout for the first time. Academic burnout is characterized by several features including having a sense of exhaustion caused due to academic demands and requirements (academic fatigue), having a growing pessimistic sense and lack of interest in academic tasks (academic apathy), and having a poor personal development in academicand educational affairs (academic inefficiency). Although learners do not work in an educational setting as an employee; or they do not have any special occupation; but from a psychological view, their teaching and learning activities can be considered as a "work". They attend classrooms and do a set of assignments for exam success and earning a score. People with academic burnout usually have symptoms such as anxiety over the content of the course, the inability to continue to attend classrooms, not participating in classroom activities, feeling meaningless in classroom activities, feeling inability to learn lessons and eventually dropping out Study experience. Nowadays, academicburnout is a major concern of families and education authorities.

In addition to its adverse effects on the national economy, academic burnout has negative impacts onstudents' mental health. Among other significant factors affecting learning and academic burnout among students, positive and negative effects, known as affective structures. Affects are an essentialpart of the dynamical system of human personality. Characteristics and affective changes, how to communicate affectively, and to interpret and understand the affections of others, have a role in the growth of the personality organization, moral development, social relations, the formation of identityand concept Various new academic challenges faced by students during the distance learning periodlead to vulnerability in academic burnout. This condition requires them to become agile learners to be able to face various challenges in new learning situations.

Students are neither employed nor do they hold jobs, from a psychological perspective their core activities can be considered "work". Thus, they are engaged in structured, coercive activities (e.g., attending classes, completing assignments) that are directed towards a specific goal. Hence, being a work-related phenomenon, burnout may also exist in students, where it manifests itself by feeling exhausted because of study demands,

having a cynical and detached attitude towards one's study, andfeeling incompetent as a student. In a similar vein, several studies on stress in academic life have considered students as a kind of employee as well.

Academic burnout can occur when students experience chronic academic stress for an extended period and fail to resolve it effectively. Academic burnout has been commonly used as an indicator of learning engagement in previous studies. Learning engagement has been linked to good academicperformance.

Burnout typically occurs when an individual experiences chronic stress and overwhelming pressure without sufficient opportunities for relaxation and rejuvenation. It is commonly associated with high-stress professions, such as healthcare, education, and corporate settings, but can affect anyone from any walk of life.

The signs of burnout may manifest differently from person to person, but some common symptoms include feelings of detachment and cynicism, a decreased sense of accomplishment or effectiveness,persistent fatigue, and a decline in overall motivation and enthusiasm. If left unaddressed, burnout can lead to more severe consequences, such as depression, anxiety, and physical health issues.

Understanding and managing burnout is crucial not only for individuals but also for employers and organizations. Recognizing the signs early on and implementing supportive measures can help prevent burnout and create a healthier work environment. It is essential to promote work- life balance, encourage open communication, and provide resources for stress management and mental health support.

Literature Review

Zeinab Rahmati (2015) the main purpose of this research was to study the academic burnout in university students with higher - lower level of self-efficacy. 120 students were considered as sample size and data was analyzed through t – test. This research hypothesized that self-efficacy has a significant negative effecton student burnout (H1) and its components (H2, H3, H4). It assesses 3 areas of academic exhaustion, academic uninterested and academic inefficacy and has 15 items. In addition, the relationship between academic burnout with high and low level of self-efficacy is different (H5). The study concluded that thereis a negative and significant relationship between high self-efficacy, academic burnout and its components.

Putri Adinda Novianti, et.al (2023) this study aims to determine the role of learning agility on student's academic burnout during distance learning. Data was collected from 210 students. MBI – SS (Maslach burnout inventory – student survey) and learning agility scale was used to measure student learning agilityand academic burnout. This study found that agility can be a predictor of student academic burnout especially during distant learning period.

Xiaozhou Zhang, et.al (2013) the main objective of this study was to identify patterns of academic burnoutand link burnout with academic motivation. Four academic motivation was identified through cluster analysis with 730 sample size where distress, persevering, laissez – faire and well-functioning group was identified. Distress students had highest score on a motivation and external motivation, well-functioning group had highest scores on intrinsic motivation, no significance with intrinsic motivation between persevering and laissez – faire students.

Dries N, et.al (2012) this study was conducted in a sample of seven best practice organization in the field of high potential identification and development. This study investigates whether employee learning agilitycan be developed by organization through career variety and employee adoptability. The current study, conducted in a sample of seven best practice organizations in the field of high potential identification and development, examines the extent to which a measure of learning agility can predict being identified as a high potential above and beyond a baseline prediction by job performance. For this specific study we obtained the participation of seven organizations spanning four different industries: financial consulting (41% of respondents), distribution (35%), ICT (14%) and telecom (10%). This research concludes that highperformance may be a precondition to being identified as a high potential, learning agility is an overridingcriterion for separating high potential from non – high potential.

Teguh Lesmana, et.al (2021) the main objective of this study was to determine the effect of emotional regulation and learning agility on academic self-efficacy in junior high school students during pandemic. The data was collected with 400 samples which showed that there is a significant relationship between emotional regulation and academic self – efficacy and it also resulted that there was a significantrelationship between learning agility and academic self – efficacy among students during pandemic.

Nikodijenic, et.al (2012) the main purpose of this research was to investigate the risk of burnout among students and to analyze the relationship between gender with three dimensions of burnout. This research was conducted on a sample size of 376 students. Maslach Burnout Inventory – Student Survey was used for this purpose as it is a most widely used construct for assessing burnout. The construct consists of 15 items that represent three scales: exhaustion, cynicism, and professional efficacy. The result showed that the risk of burnout is widespread in management and IT students and with no difference between genders.The results show that 174 (46.3%) of the total sample of students are at risk of burnout, and 78 (20.7%) areat high risk of burnout. There is no significant correlation between gender and risk of burnout. There are higher percentages of students with low grade point average than students with high grade point average inboth risk of burnout (54.4%) and high risk of burnout (26.6%) categories.

O. Koropets, et.al (2019) this article studies the problem of emotional and academic burnout of working students of higher educational establishments. Theoretical and empirical research has revealed that academic burnout, as a particular case of emotional burnout, is accompanied by a sense of emotional and physical exhaustion, decreased motivation for studying, a negative attitude towards teachers and groupmates and, eventually, low academic performance. The diagnosis of the emotional burnout syndromehas been performed by a method of psychological questionnaire for working students. This study has 287 sample who are aged from 18 to 22. The survey showed that majority of working students suffer from theburnout syndrome and the factor that affect academic burnout which includes student fatigue. Based on theresults of the study, the causal relationships between the severity of the symptoms of burnout and the duration of the period of combining work and studies have been revealed.

Kenneth P. De Meuse, et.al (2011) fundamental objective of this research was to design a psychometricallysound self-assessment instrument that could be used to measure learning agility. This research used three different approaches which was choose to measure learning agility i.e., interview multirater tool, self- assessment. Sample size includes approximately 1000 individuals from 12 organizations from which factoranalysis yielded a robust 5 – factor structure that reflected the proposed model of learning agility.

Roberta Milani, et.al (2021) this research was conducted to investigate the relationship between learning agility and other talent management constructs. The review process follows international PRISMAstatement guidelines with both qualitative and quantitative data. The PRISMA framework is an evidence-based approach to report findings accurately and reliably from articles for a systematic review The initial search identified 250 titles. 52

studies were assessed and 10 empirical studies (qualitative and quantitative) were considered eligible. This research reinforced the importance of learning agility as a key indicator of potential, highlighting learningand growth competences as central components of potential. This research will be also beneficial for organizations, providing suggestions on the most effective processes and interventions to be implementedto support and encourage learning and growth of the employees.

Yuqiao Ye, et.al (2021) the main objective of this research was to investigate the relationship between social support and study motivation among university students. Data from 503 students was considered as samplesize. The result indicated that social support was negative associated with academic burnout, life satisfaction had a partial mediation effect on relationship between social support and academic burnout andSES moderated this mediation effect. The findings of the present study highlight that life satisfaction playsa significant mediate wing

role in the association between social support and academic burnout. The descriptive statistics of our samples and the inter-factor correlations for the selected variables were employed before the hypothesis testing, which showed the statistical characteristics of the participant.

Mi – Kyeong Jeon, et.al (2022) this study was conducted to assess the mediating effect of grit and learningagility on the relationship between academic burnout and learning engagement among under graduate students. This study reports that academic burnout has both a direct effect on learning engagement and anindirect effect via learning agility. Learning agility mediates the relationship between academic burnout and learning engagement among undergraduate students. Cross sectional survey was conducted with the sample size of 344. These results indicate the necessity of developing an educational program that focusesnot only on reducing academic burnout but also on improving learning agility to increase undergraduate students' learning engagement. This study contributes to the development of a curriculum aimed at increasing the effectiveness of university education, promoting learning engagement, and reducing academic burnout.

Nopriadi Saputro, et.al (2018) this study explores the effect of learning culture on work engagement and learning agility. This study includes 67 sample size. The results of statistical data analysis reveal that learning culture influences work engagement but a direct impact on learning agility. Learning agility also has a positive and significant effect on work engagement. It plays a mediating role in the relationship between work engagement and learning culture. This research concluded that learning agility can be predicated well by learning culture through internal integration and external adaption processes.

Dr. P Suresh Prabu (2015) the main objective of this study was to find out the level of academic stress among higher secondary students. The present study consists of 250 XI standard students, The sample wasselected based on the simple random sampling technique. This scale consists of as many as 40 items and each item has five alternative responses i.e. "No Stress," "Slightly Stress," "Moderate Stress," "Highly Stress" and "Extremely High Stress." This study reveals that the higher secondary students are having moderate level of academic stress. Male students' academic stress is higher than female, urban students' academic stress is more than rural and government students stress is less than private school students.

Bikar, et.al (2018) this study aimed to determine the relationship between affective structures and academic burnout among male and female. This study had a sample stage of 562 students selected using a multistage cluster sampling method. regression analysis showed a positive affect alone predicted 22% of the variancein academic burnout and, in the second step, negative affect increased the power of predicting academic burnout to 28%. The result of this study showed that positive affect was significantly and diversely relatedto the subscales of academic burnout. Academic burnout was higher among male than female.

Aastha Tripathi, et.al (2022) this study investigates the influence of a supportive work environment and organizational learning culture on organizational performance with a serial mediation of learning agility and organizational innovation. It includes a sample size of 379 IT professionals and bootstrapping approachwas used to assess hypothesis. The questionnaire of this study involved two parts. The first part involved multi-item scales such as supportivework environment, OLC, learning agility, organizational innovation, and organizational performance whereas the other part was related to demographic information of the respondent. Sensitive demographic questions were put at the end of the questionnaire to reduce the respondents' resistance The result concludedthat both a supportive work environment and learning agility have a size and positive impact on organizational innovation. Learning agility was significantly correlated with organizational performance.

Kenneth P De Meuse (2017) the main objective of this research is to clarify the relatively new approach tohigh – potential talent identification and development. This research revealed that the willingness and ability to learn from experience separated high-potential talent from others. The review of 19 studies in thisarticle found a relatively strong relationship between learning agility and leader success. The degree of relationship between learning agility and leader success was measured by analysing a study's correlation coefficient. A total of 40

correlation coefficients were reported in the 19 field studies, ranging from r .08 to .91. Of the 40 coefficients, 33 were statistically significant at the p .05 level or higher.

Kuhdasht, et.al (2018) the main objective of this study was to determine the relationship between cell phone dependency with psychological disorders and academic burnout in students. This study considered a samplesize of 169 students through stratified random sampling method. This study's result indicates that having aphone for long time will be a replacement for their meeting with family, friends and leads to absence of face – to – face communication, by this it causes academic burnout due to less time for academics.

Charkhabi, et.al (2013) this study examines the relationship between academic burnout and quality of learning experience and self – efficacy among UG students. This research considered 233 as sample size which was selected based on stratified random sampling method. Data were collected through questionnaire method (survey) where self-reported questionnaires were administered. Closed ended questions were usedin gathering information. according to this study academic burnout is define as three- dimensionalsyndrome which includes emotional exhaustion, depersonalization and reduced personal accomplishment.In this research academic burnout are divided into two categories which includes internal and external variable, where self-efficacy is internal and quality of learning experience is external predictor. The resultconcluded that relationship between academic burnout and its components with self – efficacy is significant. Academic burnout and its components had significant correlation with quality learning experience.

Jiajin Tong, et.al (2021) this study explored how physical fitness influences academic physical fitness influences academic burnout from an interpersonal perspective in school aged children. This study considered a sample size of 429. Findings in this research disclosed the nature of psychological functioningof physical fitness and provided initial evidence on interpersonal mechanism relating to school children's physical fitness performance to academic burnout. Regression resulted showed that verbal and relational bullying rather than physical bullying mediating the relationship between physical fitness.

Peggy Cheung, et.al (2019) the main purpose of this study was to identify pattern of academic burnout andtheir antecedents among secondary school students. This study considered a sample size of 1209.Three burnout profiles were identified: a "moderately engaged group" (n = 699; 57.8%), a "burnout group" (n =389; 32.2%), and a "well-functioning group" (n = 121; 10.0%). Means and standard deviations of the scalescores were computed. Reliability tests were used to determine the internal reliability of each subscale/scale, and a Cronbach's alpha (α) value larger than 0.70 was considered acceptable. Group comparison revealed that the well-functioning group reported significantly higher level of physical activity and mental toughness than burnout group and moderately engaged group. This research disclosed that the potential risk factor for academic burnout are physical activity and mental toughness. These findings mayinform the development of intervention programs for academic burnout.

Shu – Hui Lin, et.al (2013) this study surveys academic burnout and life stresses among college students. Undergraduate life stress scale and learning burnout scale are used. This study considered a sample size of2640. The result concluded that the level of student's burnout and stress are in general not serious. Femaleand upper year students reported higher values of life stress and it also disclosed that self – identity stress,interpersonal stress, future development stress, academic stress predicts student academic burnout.

Research Methodology

Academic burnout can occur when students experience chronic academic stress for an extended period andfail to resolve it effectively, Burnout typically occurs when an individual experiences chronic stress and overwhelming pressure without sufficient opportunities for relaxation and rejuvenation. It is commonly associated with high-stress professions, such as healthcare, education, and corporate settings, but can affect anyone from any walk of life.

Learning agility has attracted attention as a critical talent requirement for the future of society, and talented people with high learning agility are highly likely to emerge as core talent. Learning agility is a multifacetedand dynamic cognitive ability that empowers individuals to acquire new knowledge, adapt to unfamiliar situations,

and apply their insights in practical ways swiftly and effectively. Rooted in the recognition that change is constant and learning is a lifelong journey, learning agility encompasses a set of skills and attitudes that enable individuals to thrive in environments characterized by complexity, ambiguity, and rapid transformation. The data was collected from under graduate and postgraduate students keeping 100 as sample size using Likert scale.

Statement Of the Problem

In contemporary educational environments, academic burnout has become a prevalent and concerning issue among students at all levels of education. Academic burnout refers to a state of chronic physical and emotional exhaustion, often accompanied by feelings of cynicism and detachment from learning activities,resulting from prolonged exposure to stressful academic demands and challenges. This phenomenon adversely affects students' overall well-being, academic performance, and personal development. Concurrently, there is a growing recognition of the importance of learning agility, which encompasses the ability to acquire new knowledge, skills, and competencies rapidly, adapt to changing situations, and applyinnovative solutions to complex problems. Learning agility is crucial for students to thrive in the rapidly evolving, knowledge driven world. The intersection of academic burnout and learning agility poses a significant challenge for educators, students, and educational institutions. The continuous stress and pressure associated with academic burnout hinder students' ability to cultivate learning agility, inhibiting their capacity to effectively engage with educational content and adapt to new learning experiences. Hence, this study aims to investigate the factors contributing to academic burnout and their impact on learning agility, and to understand how academic burnout affect learning agility.

Need for the Study

The purpose of studying academic burnout and learning agility is imperative to create a supportive educational ecosystem that prioritizes students' well-being, enhances their academic performance, and equips them with the skills necessary to thrive in a rapidly changing world. This research is essential for shaping effective educational policies, guiding teaching practices, and promoting the overall development and success of students. In the contemporary job market, learning agility is a highly valued skill. Rapid technological advancements require individuals to continuously acquire new skills and adapt to changing work environments. Understanding how academic burnout affects learning agility is vital for preparing students to meet the demands of the future workforce effectively.

Research Objective

To establish how academic burnout, affect learning agility.

To explore the factors contributing to academic burnout and their impact on learning agility.

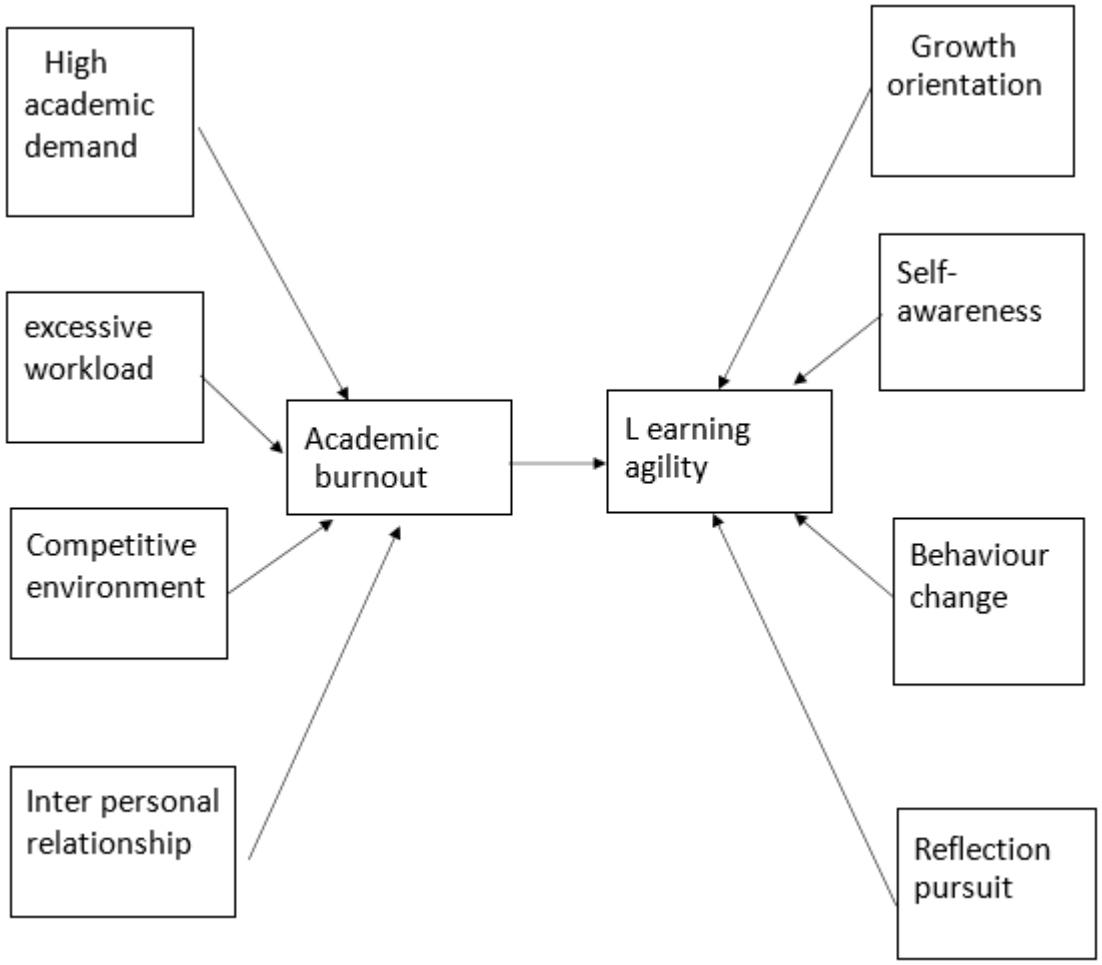
To understand the relationship between academic burnout and learning agility.

Operational Definition

Academic	It refers to specific criteria or characteristics that can be observed, measured, or quantified to identify activities, achievements, or behaviors related to education and learning within an institutional context. It provides clear, concrete, and measurable parameters for what constitutes an academic activity or outcome.
Burnout	Burnout involves specifying observable and measurable indicators related to the physical, emotional, and mental exhaustion experienced by individuals, especially in the context of work or academic environments.

Academic Burnout	Academic burnout is a state of chronic physical and emotional exhaustion, often accompanied by feelings of cynicism and detachment from academic activities, resulting from prolonged exposure to stressful demands and challenges in an educational environment.
Learning Agility	Defined as the capacity and willingness of an individual to learn from experiences, adapt to new situations, and apply knowledge and skills to effectively navigate novel and uncertain circumstances.
Agility	Defined as the ability of an individual, organization, or system to respond to, adapt to, and capitalize on changing conditions and uncertainties in their environment rapidly and effectively.

Conceptual Model



Data Analysis and Interpretation

Independent

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.889
Bartlett's Test of Sphericity	Approx. Chi-Square	802.383
	df	91
	Sig.	.000

Communalities

	Initial	Extraction
IV1	1.000	.678
IV2	1.000	.604
IV3	1.000	.703
IV4	1.000	.679
IV5	1.000	.674
IV6	1.000	.670
IV7	1.000	.637
IV8	1.000	.479
IV10	1.000	.405
IV11	1.000	.403
IV12	1.000	.690
IV13	1.000	.710
IV14	1.000	.617
IV15	1.000	.764

Extraction Method: PrincipalComponent Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.622	47.301	47.301	6.622	47.301	47.301
2	2.089	14.922	62.223	2.089	14.922	62.223
3	.861	6.149	68.372			
4	.708	5.059	73.431			
5	.627	4.480	77.911			
6	.570	4.072	81.983			
7	.468	3.340	85.323			
8	.422	3.013	88.336			
9	.390	2.783	91.119			
10	.348	2.486	93.605			
11	.281	2.008	95.613			
12	.238	1.701	97.314			
13	.213	1.522	98.836			
14	.163	1.164	100.000			

Extraction Method: Principal Component Analysis.

Component Matrixa

	Component	
	1	2
IV1	.793	
IV2	.751	
IV3	.803	
IV4	.781	
IV5	.769	
IV6	.783	
IV7	.759	
IV8	.691	
IV10	.627	
IV11	.630	
IV12	.564	.610
IV13	.538	.649
IV14	.518	.590
IV15		.717

Extraction Method: Principal Componen t Analysis.

a. 2 components extracted.

Rotated Component Matrixa

	Component	
	1	2
IV1	.805	
IV2	.758	
IV3	.823	
IV4	.814	
IV5	.815	
IV6	.804	
IV7	.787	
IV8	.623	
IV10	.606	
IV11	.525	
IV12		.802

IV13		.824
IV14		.763
IV15		.867

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.886	.464
2	-.464	.886

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

REGRESSION

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	IV16, IV4, IV12, IV10, IV9, IV2, IV11, IV8, IV13, IV14, IV7, IV6, IV1, IV5, IV3, IV15[b]	.	Enter

a. Dependent Variable: DV1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590[a]	.348	.222	.79578

a. Predictors: (Constant), IV16, IV4, IV12, IV10, IV9, IV2, IV11, IV8,IV13, IV14, IV7, IV6, IV1, IV5, IV3, IV15

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.999	16	1.750	2.763	.001[b]
	Residual	52.561	83	.633		
	Total	80.560	99			

a. Dependent Variable: DV1

b. Predictors: (Constant), IV16, IV4, IV12, IV10, IV9, IV2, IV11, IV8, IV13, IV14, IV7, IV6, IV1, IV5, IV3, IV15

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.445	.446		7.725	.000
	IV1	-.120	.117	-.155	-1.020	.310
	IV2	.060	.106	.086	.565	.573
	IV3	.370	.120	.493	3.076	.003
	IV4	-.112	.114	-.153	-.985	.327
	IV5	-.217	.111	-.299	-1.959	.053
	IV6	-.173	.110	-.236	-1.568	.121
	IV7	.114	.104	.161	1.098	.275
	IV8	.121	.092	.162	1.312	.193
	IV9	-.153	.106	-.186	-1.446	.152
	IV10	-.040	.082	-.057	-.482	.631
	IV11	.064	.092	.082	.692	.491
	IV12	.175	.122	.190	1.438	.154
	IV13	-.359	.148	-.357	-2.430	.017
	IV14	.434	.116	.495	3.734	.000
	IV15	.088	.145	.097	.604	.547
	IV16	-.064	.110	-.071	-.583	.561

a. Dependent Variable: DV1

CORRELATION

		IV1	IV2	IV3	IV4	IV5	IV6	IV7	IV8	IV10	IV11	IV12	IV13	IV14	IV15
IV1	Pearson Correlation	1	.645**	.687**	.679**	.542**	.644**	.579**	.517**	.494**	.412**	.340**	.328**	.247*	.211*
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.001	.013	.035
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV2	Pearson Correlation	.645**	1	.707**	.539**	.631**	.624**	.446**	.479**	.381**	.388**	.361**	.279**	.295**	.177
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.005	.003	.079
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV3	Pearson Correlation	.687**	.707**	1	.664**	.655**	.658**	.577**	.454**	.449**	.429**	.334**	.299**	.234*	.260**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.001	.002	.019	.009
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV4	Pearson Correlation	.679**	.539**	.664**	1	.561**	.641**	.682**	.534**	.484**	.392**	.227*	.328**	.264**	.200*
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.023	.001	.008	.046
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV5	Pearson Correlation	.542**	.631**	.655**	.561**	1	.636**	.676**	.501**	.468**	.498**	.284**	.199*	.259**	.175
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.004	.047	.009	.081
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV6	Pearson Correlation	.644**	.624**	.658**	.641**	.636**	1	.617**	.535**	.386**	.401**	.277**	.238*	.300**	.273**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.005	.017	.002	.006
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV7	Pearson Correlation	.579**	.446**	.577**	.682**	.676**	.617**	1	.511**	.486**	.458**	.236*	.283**	.238*	.240*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.018	.004	.017	.016
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV8	Pearson Correlation	.517**	.479**	.454**	.534**	.501**	.535**	.511**	1	.384**	.307**	.363**	.327**	.343**	.302**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.002	.000	.001	.000	.002
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV9	Pearson Correlation	.428**	.326**	.464**	.387**	.417**	.336**	.401**	.501**	.311**	.351**	.485**	.502**	.440**	.549**

	Sig. (2-tailed)	.000	.001	.000	.000	.000	.001	.000	.000	.002	.000	.000	.000	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV10	Pearson Correlation	.494**	.381**	.449**	.484**	.468**	.386**	.486**	.384**	1	.482**	.266**	.201*	.209*	.288**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.007	.045	.037	.004
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV11	Pearson Correlation	.412**	.388**	.429**	.392**	.498**	.401**	.458**	.307**	.482**	1	.349**	.308**	.370**	.325**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.002	.000		.000	.002	.000	.001
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV12	Pearson Correlation	.340**	.361**	.334**	.227*	.284**	.277**	.236*	.363**	.266**	.349**	1	.585**	.600**	.608**
	Sig. (2-tailed)	.001	.000	.001	.023	.004	.005	.018	.000	.007	.000		.000	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV13	Pearson Correlation	.328**	.279**	.299**	.328**	.199*	.238*	.283**	.327**	.201*	.308**	.585**	1	.513**	.731**
	Sig. (2-tailed)	.001	.005	.002	.001	.047	.017	.004	.001	.045	.002	.000		.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV14	Pearson Correlation	.247*	.295**	.234*	.264**	.259**	.300**	.238*	.343**	.209*	.370**	.600**	.513**	1	.547**
	Sig. (2-tailed)	.013	.003	.019	.008	.009	.002	.017	.000	.037	.000	.000	.000		.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV15	Pearson Correlation	.211*	.177	.260**	.200*	.175	.273**	.240*	.302**	.288**	.325**	.608**	.731**	.547**	1
	Sig. (2-tailed)	.035	.079	.009	.046	.081	.006	.016	.002	.004	.001	.000	.000	.000	
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100
IV16	Pearson Correlation	.129	.276**	.175	.085	.196	.154	.168	.248*	.179	.414**	.404**	.396**	.581**	.454**
	Sig. (2-tailed)	.200	.006	.082	.400	.051	.125	.095	.013	.075	.000	.000	.000	.000	.000
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

DEPENDENT

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.820
Bartlett's Test of Sphericity	Approx. Chi-Square	1043.532
	df	153
	Sig.	.000

COMMUNALITIES

	Initial	Extraction
DV1	1.000	.696
DV2	1.000	.752
DV3	1.000	.709
DV4	1.000	.727
DV5	1.000	.763
DV6	1.000	.786
DV7	1.000	.803
DV8	1.000	.507
DV9	1.000	.636
DV10	1.000	.703
DV11	1.000	.537
DV12	1.000	.643
DV13	1.000	.618
DV14	1.000	.700
DV16	1.000	.672
DV18	1.000	.609
DV20	1.000	.587
DV21	1.000	.677

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.612	42.290	42.290	7.612	42.290	42.290	3.460	19.223	19.223
2	1.746	9.699	51.989	1.746	9.699	51.989	3.395	18.859	38.082
3	1.575	8.749	60.738	1.575	8.749	60.738	2.937	16.316	54.398
4	1.192	6.622	67.361	1.192	6.622	67.361	2.333	12.962	67.361

5	.919	5.105	72.466						
6	.790	4.391	76.857						
7	.625	3.471	80.328						
8	.599	3.328	83.656						
9	.533	2.963	86.619						
10	.472	2.621	89.240						
11	.359	1.993	91.233						
12	.329	1.826	93.058						
13	.298	1.657	94.715						
14	.257	1.426	96.141						
15	.231	1.282	97.423						
16	.191	1.061	98.485						
17	.164	.912	99.397						
18	.109	.603	100.000						

Component Matrixa

	Component			
	1	2	3	4
DV1	.626			.500
DV2	.624			
DV3	.679			
DV4	.748			
DV5	.594	-.599		
DV6	.723			
DV7	.711			
DV8	.650			
DV9	.653			
DV10	.733			
DV11	.542			
DV12	.686			
DV13	.613			
DV14	.662			
DV16	.692			
DV18	.592			
DV20	.541			
DV21	.587			

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Rotated Component Matrixa

	Component			
	1	2	3	4
DV1				.752
DV2				.799
DV3				.668
DV4	.715			
DV5	.787			
DV6	.777			
DV7	.835			
DV8		.515		
DV9			.535	
DV10			.658	
DV11			.653	
DV12			.597	
DV13		.666		
DV14		.777		
DV16		.744		
DV18		.727		
DV20			.700	
DV21			.729	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	.547	.542	.492	.406
2	-.760	.552	.326	-.107
3	-.256	-.616	.594	.450
4	-.239	.147	-.548	.788

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Findings And Suggestions

The study demonstrated that if interpersonal relations and satisfaction with one is important, academic burnout can be reduced, learning agility can be increased. It is necessary to consider not only personal aspects but also social aspects and interpersonal relationships. Learning agility has attracted attention as acritical talent requirement for the future of society, and talented people with high learning agility are highlylikely to emerge as core talent. People with excellent learning agility enjoy learning and growing by continually seeking new challenges, actively soliciting feedback from others, and reflecting on their experiences.

Academic burnout can occur when students experience chronic academic stress for an extended period of time and fail to resolve it effectively. Most of the students' experiences distress and burnout symptoms resulting from extreme stress which reduces their learning agility due to stress academic burnout it may also result in suicidal thoughts and suicide attempts in severe cases. In order to decide for further studies academic burnout should be minimal by which their motivation helps them to improve their learning agility.Therefore, academic burnout is emerging as a global problem affecting undergraduate students, and it hasa significant impact on students' mental health and academic achievements. It is necessary to create a culture that allows for mistakes or failures while increasing opportunities to learn about the university's culture by providing students with various experiences, achievements, and challenges. It is also necessary to create an educational climate in which the characteristics of learning agility are exhibited when exploring new areas, learning res resources are available, and newly learned content is applied flexibly.

The reliability was computed for all items along with the entire scale base3d on corresponding Cronbach'salpha score. As suggested by Nunnally (1978), the Cronbach's alpha score of 0.70 was as set as the minimum value to deem any item reliable. Never the less the item will be considered to be satisfactory if its Cronbach value exceeds 0.6. the overall scale was found as 0.88. each item of the questionnaire possessed sufficient reliability.

Conclusion

Academic burnout, characterized by emotional exhaustion, cynicism, and reduced efficacy, can severely impede a student's ability to engage effectively with their studies. This, in turn, can hinder the development of learning agility, which encompasses the ability to adapt and apply knowledge and skills in various contexts. When students experience burnout, their motivation to learn diminishes, leading to a cycle of disengagement and reduced academic performance. In contrast, learning agility is crucial in today's fast paced, ever-changing world, as it enables individuals to navigate uncertainties, learn new skills, and solve complex problems effectively. Additionally, fostering a culture of continuous learning, where students are encouraged to explore diverse subjects, engage in experiential learning, and develop critical thinking skills, can enhance their learning agility. Educators and policymakers play a vital role in recognizing the signs of burnout and creating educational environments that nurture students' well-being and foster a love for learning. By addressing academic burnout and promoting learning agility, we can empower students to thrive academically, adapt to future challenges, and contribute meaningfully to society. In conclusion, the relationship between academic burnout and learning agility is a complex and multifaceted one, with significant implications for both UG and PG students.

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