

## **Perceptions of stress and its impact on burnout depending on job status**

Previous research has found that stress is a key contributor to burnout, and the causes of stress include job demands, lack of resources, and personality traits (Bakker et al., 2014).

Although most research on burnout has focused on employed populations, with work demands and resources contributing to burnout, college students may also be susceptible to burnout from their academic demands (Pisarik, 2009). Several studies have focused on the ways in which motivational dispositions can affect student burnout (Duran et al., 2006; Pisarik, 2009).

However, there is a lack of research examining how perceptions of stressors can affect burnout. Particularly, viewing stress as a sign of achievement and stress as a competition (Jennings, 2017) could have some major implications for student burnout. The present study will investigate the relationship between stress as achievement and stress as competition and both social and academic burnout among college students.

Because job demands have a positive relationship with burnout (Lee & Ashforth, 1996), the study also compares job status (e.g. full-time, part-time) of students as an additional stressor beyond academic demands. We examine how job status impacts the relationship between both types of stress perceptions and burnout. Our specific hypotheses are that: 1) stress as achievement has a positive relationship with burnout, 2) stress as competition has a positive relationship with burnout, and 3) these relationships are stronger depending when students are also employed.

Data was collected via an in-person survey, which was a component of a larger daily diary study, of 134 college students at the University of Tennessee at Chattanooga. Collection occurred during the final three weeks of the Fall 2018 semester, prior to final exams. The measures in the study included demographics, background information on individual differences,

health behaviors, coping strategies, and the different perceptions of stress. Students were recruited through SONA, which offers extra credit for students taking Psychology courses that participate in research studies. Students had to complete the in-person background survey, and were then briefed on the expectations for the daily diary study. Analyses for this study are focused on data provided in the background study and are ongoing. Results will be prepared prior to the RCIO conference.

## References

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