

# **BURNOUT AND RESILIENCE AMONG PARAMEDICAL STUDENTS: A DESCRIPTIVE-CORRELATIONAL STUDY**

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## **Abstract**

This study is sought to investigate the degree of burnout and level of resilience among paramedical students. With the increasing educational demands and resources in educational settings, it is crucial to understand the impact of certain factors that affects the well-being of students. The study aimed to determine the relationship between burnout and resilience and provide basis for developing a stress management program tailored to the needs of paramedical students. A descriptive-correlational design was employed for this study. The research was conducted in Ozamiz City with 80 respondents selected through purposive and stratified random sampling among the paramedical students. The data were collected using a modified questionnaire that included Maslach Burnout Inventory (MBI) and the Academic Resilience Scale (ARS-30). The study's findings revealed a high level of resilience among the respondents, with significant variability in resilience scores and a high degree of burnout. Although the correlation analysis did not show a statistically significant relationship between burnout and resilience, the variability in resilience scores indicated that individual factors and coping strategies played a crucial role. The results also demonstrated that paramedical students were more likely to engage in reflective and adaptive help-seeking but might struggle with negative emotions and thoughts. Addressing burnout and resilience issues can ultimately improve students' ability to manage stress and thrive in their future careers, contributing to better patient care and overall healthcare quality. Based on the findings of the study, several recommendations were proposed to address burnout and resilience issues among paramedical students such as evidence-based interventions, workshops, seminars, and the likes are proposed to enhancing resilience and addressing burnout risk factors.

**Keywords:** *Burnout, Resilience, Paramedical Students*

## Introduction

Stress affects everyone differently and people respond to stress in various ways. It is commonly experienced by everyone, and students are certainly not an exemption (Scott, 2020). Many students experienced a significant amount of stress with varying levels throughout their college education. It has been discovered that paramedical students face a lot of stress as an effect of their educational demands. The great demands of schoolwork could create a conflict with demands in other areas of life (Bergmann et al., 2019). The coursework in this field involves assessing patients, providing emergency treatment, developing care plans, and performing laboratory studies. Thus, sleep deprivation, inadequate diet and sedentary lifestyle are all major concerns among paramedical students. The stress of academic workload and performance not only influences the development of burnout, but the latter may in turn negatively affect academic performance. In comparison to students in other fields, paramedical students have a poorer physical and mental health status, along with higher anxiety levels, despair, and unfavorable lifestyle habits. Seedhom (2019) reported that the prevalence of perceived stress was slightly higher at about 88.9% among paramedical students than non-paramedical students with 83.5%. At the height of the pandemic, clinical teaching, which is at the core of medical training, has been compromised. At present, students rely on technology for practically all of their learning and social connections. Some individuals especially in rural areas may have experienced issues with internet connectivity in these circumstances. With the incremental stress caused by health and emotional concerns of students, along with social and financial problems which in turn overwhelms one's ability to cope, it prompts the occurrence of burnout. It can compromise paramedical students' cognitive and psychological functioning, leading to poor academic performance. Each individual has a different approach on dealing with stress. Some people can outsmart it without adversely affecting their well-being, while most do not have the drive to move forward.

Burnout is defined as an individual's sentiments of hopelessness, difficulties in dealing with tasks, and an inability to accomplish responsibilities effectively. Burnout is referred to as a prolonged reaction to chronic emotional and interpersonal stressors. It is a multidimensional syndrome known by the three dimensions: Emotional exhaustion, Depersonalization, and a diminished feeling of personal achievement (Shadid et al., 2020). Burnout experienced by students may lead to unprofessional performance, academic failure, and decreased life satisfaction. Given these consequences, overcoming this problem is extremely important. Burnout has mostly been reviewed as an employment concern. However, there is growing evidence that it is a condition that can affect people of all ages, places, including college students. It is linked to lower productivity and satisfaction, as well as higher rates of mood disorders including melancholy and anxiety, as well as a slew of medical issues such as biomarkers of inflammation and cardiovascular disease, metabolic disorders, and sleep disruptions, decreased appetite, weariness, reduced immunity, migraines, and gastric discomfort (Norez, 2018). Burnout can have an impact on paramedical students' entire well-being, and the academic and clinical performance leading to the increase of college dropouts (Alves et al., 2022).

Resilience, on the other hand, can help people cope with stressors and attain success at school and in society. Resilience is defined as an individual trait which aids effective coping with

difficult and traumatic situations (Piotrowski et al., 2021). Paramedical students have the ability to overcome obstacles that may be in their way, even if they are difficult ones (Alrazeeni, 2020). Since resilience is necessary to deal with and get through adversity, it is significant in any way. Relying on unhealthy coping mechanisms which includes avoidance, isolation, and self-medication is more common in those who lack in resilience since they are more prone to feel overburdened or overwhelmed. There has been a notion that persons who are resilient, have good coping skills, and are emotionally intelligent are more likely to be more fulfilled overall than those who are less resilient (Lacombra-Trejo, 2022). The assumption is that resilient students, who can overcome hardship, are more likely to show positive reinforcement, high aspirations for the future, as well as increased enjoyment of learning, and goal orientation.

Due to the apparent increase in psychological problems, students' mental well-being has become a major worry, particularly during the pandemic. Among university students, burnout is manifested as a variety of symptoms, including a loss of motivation that prompts to a decline in academic performance (Curtis, 2021). This is of grave concern that the degree of student burnout be determined and identified for the university to develop a health and counseling program that includes both interventional and preventive techniques. Resilience is expected to be a key predictor of burnout among paramedical students, considering the well-documented significant level of burnout. The relationship between burnout and resilience has never been thoroughly examined from the perspective of paramedical students. Hence, the researchers will look into the correlation between burnout and resilience among paramedical students in Misamis University as basis for stress management program.

## **Materials and Methods**

### **Research Design**

This is a descriptive-correlational study which is concerned with the description and relationship of the degree of burnout and level of resilience among paramedical students. The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on “why” a particular phenomenon occurs. In other words, it “describes” the subject of the research, without covering “why” it happens. Since the present study is concerned with the description and relationship of the degree of burnout and level of resilience among paramedical students, researchers considered it as an appropriate research design.

### **Research Setting**

The proposed study was conducted in one of the HEI's in Ozamis City, Philippines. It is a private non-sectarian institution that provides a higher quality education.

### **Research Respondents**

The respondents of the study were 1<sup>st</sup> to 4<sup>th</sup> year paramedical students. There were 20 respondents from Nursing, 20 respondents from Radiologic Technology, 20 respondents from Medical Technology, and 20 respondents from Dentistry with a total of 80 and selected through stratified random sampling. The selection of the respondents was under the observance of the following criteria: 1.) a bonafide student in the College of Nursing, Radiologic Technology,

Dentistry, and Medical Technology 2.) enrolled during the 2<sup>nd</sup> Semester SY 2021-2022 3.) willing to participate in the study. The respondents were given a questionnaire to assess the degree of burnout and level of resilience to their academic workload.

### **Ethical Considerations**

The researcher was able to employ all the ethical considerations before the actual data gathering procedure. The researcher studied the implementation of the following: (1) A request letter made to address to the Dean of the College of Nursing, Midwifery, and Radiologic Technology, Medical Technology and Dentistry; (2) The respondents were fully informed about the purpose, benefits and potential risks of the study; (3) The respondents were informed that they can withdraw from participating in the study anytime they wanted with the assurance of confidentiality of the information they had given; (4) The respondents were encouraged to contact the researcher in case of queries and concerns; and (5) It is a top priority that anonymity and confidentiality to always be maintained during the conduction of the study. The respondents' names were not recorded on any of the questionnaire. In any sort of report that might be published, no information was included that could potentially identify a participant.

### **Research Instruments**

The researchers were able to utilize a modified questionnaire to gather pertinent data and information. The questionnaire was the primary tool of inquiry and was divided in two-parts.

**A. Burnout among Paramedical Students.** Burnout among Paramedical Students. This part was used to determine the degree of burnout among paramedical students of Misamis University using the Maslach Burnout Inventory (MBI) which comprised three parts. It consisted of 15 items to evaluate the emotional exhaustion, personal accomplishment, and depersonalization.

The continuum presented below was used to interpret the gathered data.

<b>Weight</b>	<b>Continuum</b>	<b>Response</b>	<b>Interpretation</b>
7	6.50 – 7.00	Extremely Strong	Extremely High
6	5.50 – 6.49	Very Strong	Very High
5	4.50 – 5.49	Pretty Strong	High
4	3.50 – 4.49	Moderate	Moderate
3	2.50 – 3.49	A Little	Fair
2	1.50 – 2.49	Very Mild	Low
1	1.00 – 1.49	Not at All	Very Low

**B. Resilience among Paramedical Students.** This part was used to determine the level of resilience among paramedical students using the Academic Resilience Scale (ARS-30) which comprises three parts. The ARS-30 is a 30-item questionnaire that provides a measure of

academic resilience based on students' perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response.

The continuum presented below was used to interpret the gathered data.

<b>Weight</b>	<b>Continuum</b>	<b>Response</b>	<b>Interpretation</b>
5	4.50 – 5.00	Very Unlikely	Very Low
4	3.50 – 4.49	Unlikely	Low
3	2.50 – 3.49	Neutral	Moderate
2	1.50 – 2.49	Likely	High
1	1.00 – 1.49	Very Likely	Very High

### **Data Gathering Procedure**

Prior to disseminating the research instruments, the researcher initially secured permission from the Dean of the College of Nursing, Midwifery, and Radiologic Technology, Medical Technology and Dentistry. The data used in this study was gathered using the modified questionnaire. Upon the approval of the letter request, the researchers used google form to disseminate the questionnaire. The researcher assured the respondents of the study to be thoroughly informed on the terms and conditions of the questionnaire and the observance of strict confidentiality on the matter. After the entire questionnaires were collected, the data was then tabulated and presented to the statistician for the statistical treatment. The researcher then analyzed the result and interpreted the research findings.

### **Results and Discussions**

Table 1 reveals, the degree of burnout as to Emotional Exhaustion is high with an overall weighted mean of 5.2. Specifically, question number 2 ranked first with an average weighted mean of 5.7 exhibiting a very high feeling of frustration and being emotionally drained at school. According to Choi et. al (2018), a higher level of emotional weariness was linked to higher levels of sadness, anxiety, traumatic event, and perceived stress. Hardiness, self-esteem, and quality of life were all found to be inversely related to exhaustion. Emotional exhaustion, in particular, is continually being viewed as the main cause of burnout.

Individuals who are emotionally exhausted frequently feel as though they have no power or control over what happens in life. They may have feelings of being "stuck" or "trapped" in a situation. When the level of emotional exhaustion in students is high, several implications can arise. It may reduce the academic performance and can affect students' ability to concentrate, retain information, and engage effectively in their studies. It may lead to decreased motivation, difficulty in completing assignments, and lower overall academic performance.

**Table 1. Respondents' degree of Burnout as to Emotional Exhaustion**

Emotional Exhaustion	AWM	Interpretation
1. I feel used up at day's end	5.6	Very High
2. I feel frustrated and emotionally drained at school	5.7	Very High
3. I feel as though I am working too hard at school	5.3	High
4. I feel as though I am at the end of my rope	4.8	High
5. I feel as though being with people stresses/strains me	4.7	High
Total	5.2	High

**Legend:** *Extremely High - 6.50 - 7.00; Very High - 5.50-6.49; High - 4.50-5.49; Moderate - 3.50-4.49; Fair - 2.50-3.49; Low - 1.50-2.49; Very Low - 1.00-1.49.*

For Table 2, the degree of burnout as to Personal Accomplishment is moderate with an overall weighted mean of 4.3. Specifically, question number 1 ranked first with an average weighted mean of 4.7 exhibiting a high feeling of being helpful towards student colleagues. Allam et. al (2021) stated that lack of personal accomplishment is considered a key indicator of burnout. The person who lacks personal accomplishment develops a negative attitude towards oneself and believes that he or she is not capable of executing the prescribed task as well as his or her colleagues. Such bad feelings may cause people to become detached from their actual work, rendering them unable to complete tasks as planned.

A mismatch between expected and actual results might lead to a diminished sense of personal accomplishment. Students with moderate levels of personal accomplishment may exhibit inconsistent academic performance. While they may demonstrate competence in certain subjects or tasks, they may struggle in others. They may have achieved some successes, but they may also face challenges or setbacks that hinder their overall sense of accomplishment. This can result in varying levels of motivation and self-confidence, depending on the specific areas of achievement or struggles.

**Table 2. Respondents' degree of Burnout as to Lack of Personal Accomplishment**

Personal Accomplishment	AWM	Interpretation
1. I feel as though I am helping my student colleagues	4.7	High
2. I feel energetic	4.3	Moderate
3. I feel as though I am positively influencing others	4.2	Moderate
4. I feel that I can easily create a relaxed atmosphere	4.1	Moderate
5. I feel as though I have accomplished worthwhile things	4.4	Moderate
Total	4.3	Moderate

**Legend:** *Extremely High - 6.50 - 7.00; Very High - 5.50-6.49; High - 4.50-5.49; Moderate - 3.50-4.49; Fair - 2.50-3.49; Low - 1.50-2.49; Very Low - 1.00-1.49.*

Table 3 reveals that the degree of burnout as to Depersonalization is moderate with an overall weighted mean of 4.4. Specifically, question number 1 ranked first with an average weighted mean of 5.3 exhibiting a high feeling of worry that school is hardening the respondents. Edu-Valsania et.al (2022) reported that depersonalization as a burnout dimension manifests itself

in changing attitudes toward task and changing behavior toward individuals, a progressive loss of idealism, energy, and meaning in their own work that does not occur in typical fatigue, a sense of lack of control over work obligations, a growing tendency toward negative thinking, and a growing detachment from social relationships with colleagues, all of which can lead to further bafflement. Depersonalization is a dreamy state in which you are disconnected from your surroundings and things appear less real than they should. Excessive workload in which work is intellectually and physically demanding, time constraint, and work atmosphere all contributes to depersonalization. Even while depersonalization is relatively harmless, it can be distressing for the person facing it.

If an individual is experiencing moderate depersonalization, it implies that they are experiencing these symptoms to a significant degree but not to the extent that it is completely overwhelming or debilitating. The implications of moderate depersonalization can vary depending on the individual and the context in which it occurs. Generally speaking, moderate depersonalization can have a number of potential effects on a person's life. Individuals with moderate depersonalization may find it difficult to engage with others in social situations, as they may feel disconnected from those around them and have difficulty forming meaningful connections. It may lead to cynicism with negative perceptions of patients or fellow students, guilt, the avoidance of social situations, and disengagement from others. Any empathy the individual may ordinarily feel for his patients or fellow students is repressed.

**Table 3. Respondents' degree of Burnout as to Depersonalization**

Depersonalization	AWM	Interpretation
1. I feel that I worry that school is hardening me	5.3	High
2. I feel as though I treat my student colleagues impersonally	4.5	High
3. I feel that I have become more callous towards people	4.5	High
4. I feel that I don't really care what happens to my student colleagues	3.9	Moderate
5. I feel as though colleagues blame me for some of their problems	3.9	Moderate
Total	4.4	Moderate

**Legend:** *Extremely High* - 6.50 - 7.00; *Very High* - 5.50-6.49; *High* - 4.50-5.49; *Moderate* - 3.50-4.49; *Fair* - 2.50-3.49; *Low* - 1.50-2.49; *Very Low* - 1.00-1.49.

The data provided is a summary of descriptive statistics related to a study on burnout among paramedical students. The study used a questionnaire focusing on three aspects of burnout: Emotional Exhaustion, Depersonalization, Personal Accomplishment.

A total of 80 students (N=80) participated in the study. The overall burnout score among the paramedical students is high (M = 4.66, SD = 1.16). This suggests that the scores were fairly spread out, with some students experiencing low levels of burnout while others were experiencing high levels of burnout. Since the valid N (listwise) value is also 80, it indicates that there were no missing data points in the burnout scores for the sample.

In totality, the study examined burnout among 80 paramedical students using a questionnaire that focused on three aspects of burnout. The results show that the students had a high level of burnout on average, with a fair amount of variability in the scores. A high burnout level among paramedical students is a concerning issue that can have significant negative impacts on both the student's well-being and their ability to provide quality care to patients. It is important for educational institutions and healthcare organizations to address this issue by providing support and resources to students, promoting self-care and stress-management strategies, and creating a positive and supportive learning environment. By addressing burnout among paramedical students, it can help ensure that they can be able to provide high-quality care to patients while also maintaining their own well-being and task satisfaction.

**Table 4. Descriptive Statistics of Burnout among Paramedical Students**

	<b>N</b>	<b>M</b>	<b>SD</b>	<b>Interpretation</b>
Burnout	80	4.6600	1.16421	High
Valid N (listwise)	80			

**Legend:** *Extremely High - 6.50-7.00; Very High - 5.50-6.49; High - 4.50-5.49; Moderate - 3.50-4.49; Fair - 2.50-3.49; Low - 1.50-2.49; Very Low - 1.00-1.49.*

Table 5 reveals the level of resilience as to Perseverance is high with an overall weighted mean of 2.2. Specifically, question number 2 ranked first with an average weighted mean of 2.0 exhibiting a high drive in using feedback to improve work. Perseverance is the willingness to continue striving and move forward. In a world of constant change, having the drive and fortitude to keep moving forward requires self-awareness and the capacity to sustain a passion for the future. As nurse leaders recognize that they can achieve their tasks and meet their own goals, they become more determined. When positive self-efficacy is combined with determination, the individual can persevere and progress (Rico, 2021).

Individuals who exhibit high levels of perseverance are often able to achieve their goals and reach their full potential. They are not easily deterred by obstacles or setbacks and are willing to put in the work necessary to succeed. This trait is important in many areas of life, including education, career, personal relationships, and physical fitness. By persisting through challenges and setbacks, individuals can build their confidence, resilience, and self-efficacy, which can help them succeed in all aspects of life.

**Table 5. Respondents' level of Resilience as to Perseverance**

<b>Perseverance</b>	<b>AWM</b>	<b>Interpretation</b>
1. I would work harder/ keep trying	2.1	High
2. I would use the feedback to improve my work	2.0	High
3. I would try to think of new solution	2.2	High
4. I would change my career plans/ change my long-term goal and ambitions	2.6	Moderate
5. I would use the situation to motivate myself/ see the situation as a challenge	2.3	High
6. I would look forward to showing that I can improve my grades	2.2	High
7. I would do my best to stop thinking negative thoughts	2.3	High
Total	2.2	High

**Legend:** *Very Low* - 4.50-5.00; *Low* - 3.50-4.49; *Moderate* - 2.50-3.49; *High* - 1.50-2.49; *Very High* - 1.00-1.49.

As shown in Table 6, the level of resilience as to Reflecting and Adaptive Help-Seeking is high with an overall weighted mean of 2.3. Specifically, question number 1 ranked first with an average weighted mean of 2.1 revealing the student's intent of focusing on improving their strengths and work on their weaknesses to improve their work. In an academic sense, the study of help-seeking (Arbos et al., 2021) postulates that adaptive help-seeking as a learning approach can have an impact on academic progress. Seeking assistance when needed is a self-regulated learning technique that should be regarded from an educational standpoint. Help-avoidant university students, according to studies, are more agitated and function poorer than adaptive help-seekers (Chou & Chang, 2021).

An individual who has a high reflective help-seeking attitude is capable of critically reflecting on their own learning and recognizing areas where they could need support. They are not afraid to acknowledge their limitations and are open to seeking help from others when necessary. This attitude involves being proactive in seeking out resources and guidance, rather than waiting until a problem becomes overwhelming. An adaptive help-seeking attitude involves being flexible and willing to adjust one's approach based on the feedback received from others. This means accepting constructive criticism and incorporating it into one's learning process.

It also involves being open to trying new strategies and approaches, even if they are outside of one's comfort zone. In combination, a high reflective and adaptive help-seeking attitude can lead to more effective learning and problem-solving. It can also facilitate personal growth and development, as individuals are able to identify and address their areas of weakness and continually improve their skills and knowledge.

**Table 6. Respondents' level of Resilience as to Reflecting and Adaptive Help-Seeking**

Reflecting and Adaptive Help-Seeking	AWM	Interpretation
1. I would try to think more about my strength and weaknesses to help me work better	2.1	High
2. I would give myself encouragement/ seek encouragement from my family and friends	2.3	High
3. I would try different ways to study	2.2	High
4. I would set my own goals for achievement/ use my past successes to help motivate myself	2.2	High
5. I would seek help from my tutors	2.4	High
6. I would start to monitor and evaluate my achievements and effort	2.4	High
7. I would start to self-impose rewards and punishment depending on my performance	2.5	Moderate
Total	2.3	High

**Legend:** *Very Low* - 4.50-5.00; *Low* - 3.50-4.49; *Moderate* - 2.50-3.49; *High* - 1.50-2.49; *Very High* - 1.00-1.49.

Table 7 reveals that the level of resilience as to Negative Affect and Emotional Response is moderate with an overall weighted mean of 3.5. Specifically, questions number 4 ranked first with an average weighted mean of 2.6 exhibiting a moderate feeling of getting very disappointed. Anxiety, being catastrophic, and avoiding unpleasant responses are examples of negative affect and emotional response traits, characters, and reactions. Negative affect can lead to a variety of individual and group behavior issues, as well as dread and anxiety, which can be accompanied by acute and chronic stress, compromising immunological function, and increasing susceptibility to stress-related physiological illnesses. (Wang et. al, 2020).

Having moderate negative affect and emotional response can have several implications, both in terms of individual well-being and interpersonal dynamic. This affect includes an individual's mood, mental state and overall well-being leading to frustration and anxiety. Emotional responses, even with moderate in intensity can also influence decision-making process and bias judgment, leading to sub-optimal results. Other factors can include effects in distorted interpersonal relationships, and in the worst case of scenario, can cause self-isolation. It is important to note that these implications can vary depending on an individual, the context or the scenario. Additionally, everyone's emotional experiences are unique and should never be neglected even in moderation.

**Table 7. Respondents' level of Resilience as to Negative Affect and Emotional Response**

Negative Affect and Emotional Response	AWM	Interpretation
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1. I would feel like everything was ruined and was going wrong	2.9	Moderate
2. I would begin to think my chances and success at university were poor	2.8	Moderate
3. I would probably get depressed	2.9	Moderate
4. I would be very disappointed	2.6	Moderate
5. I would begin to think my chances of getting the job I want were poor	2.6	Moderate
6. I would probably get annoyed	2.8	Moderate
7. I would stop myself from panicking	2.7	Moderate
Total	2.8	Moderate
	3.5	Moderate

**Legend:** *Very Low* - 4.50-5.00; *Low* - 3.50-4.49; *Moderate* - 2.50-3.49; *High* - 1.50-2.49; *Very High* - 1.00-1.49.

The statements are grouped into three categories: Perseverance, Reflecting and adaptive help-seeking, and Negative affect and emotional response. Under each category, there are several items that ask students about their behavior and attitudes towards academic challenges and stressors. For example, under perseverance, the items ask students about how they would respond to feedback, how they would motivate themselves, and how they would avoid negative thinking.

The resilience questionnaire employed a 5-point Likert scale, with responses ranging from 1 (Very Likely) to 5 (Very Unlikely). Lower scores indicate higher levels of resilience, while higher scores suggest lower resilience.

Table 8 shows that the overall resilience of the paramedical students is high ( $M = 2.4436$ ;  $SD = 0.8825$ ). This relatively low mean score suggests that the paramedical students in the sample generally possess a good level of resilience. The valid N listwise is also 80, which means that there were no missing values or incomplete responses in the data.

However, the standard deviation of 0.88253 indicates some variability in resilience levels among the students. As a researcher, it would be important to further investigate the factors contributing to this variability, as well as any potential relationships between resilience and other variables, such as academic performance, stress levels, and burnout.

By analyzing the responses to the different statements, we can also identify areas of strength and weakness in the respondents' resilience. For example, the items under reflecting and adaptive help-seeking suggest that the respondents are more likely to seek help from their tutors and set their own goals for achievement. On the other hand, the items under negative affect and emotional response suggest that the respondents are more likely to feel disappointed and think that their chances of success at university and in their careers are poor.

**Table 8. Descriptive Statistics of Resilience among Paramedical Students**

	<b>N</b>	<b>M</b>	<b>SD</b>	<b>Interpretation</b>
<b>Resilience</b>	80	2.4436	.8825	High
<b>Valid N (listwise)</b>	80			

*Legend: Very Low - 4.50-5.00; Low - 3.50-4.49; Moderate - 2.50-3.49; High - 1.50-2.49; Very High - 1.00-1.49.*

**Significant Relationship between Burnout and Resilience among Paramedical Students**

Table 9 shows the relationship between the burnout and resilience among the paramedical students. The result shows that the p-value is 0.136, which means there is no significant relationship between burnout and resilience among the students. It suggests that burnout is not affecting students’ resilience. The lack of correlation indicates that burnout and resilience may be influenced by different factors. Burnout may be influenced by factors such as workload, organizational culture, and social support, while resilience may be influenced by factors such as self-efficacy, emotional regulation, and social connectedness. Therefore, addressing burnout and promoting resilience may require different strategies and interventions. By understanding the prevalence of burnout and the level of resilience among students, educational institutions and healthcare organizations can identify areas for improvement and implement targeted interventions to support student well-being and academic success.

**Table 9. Correlation between Burnout and Resilience**

<b>Variable</b>	<b>Test Statistics</b>		<b>Remarks</b>
	r value	p value	
Burnout	-.168	0.136	Not significant

*Legend: p < 0.01 (Highly Significant); p < 0.05 (Significant); p > 0.05 (Not Significant).*

**Conclusions and Recommendations**

The findings of this study highlight the importance of understanding burnout and resilience among paramedical students. While the correlation analysis did not reveal a statistically significant relationship between burnout and resilience, the variability in resilience scores suggests that individual factors and coping strategies play a crucial role. The results also revealed that

paramedical students are more likely to engage in reflecting and adaptive help-seeking strategies but may struggle with negative emotions and thoughts. In conclusion, the high levels of resilience and burnout that are present among paramedical students reflect the varied nature of their training and experiences. High degrees of burnout can have detrimental effects, although resilience can provide safeguards and encourage adaptable coping mechanisms. Educational institutions may foster the professional growth and well-being of paramedical students by offering the right support and interventions, ensuring that they enter the healthcare field prepared to handle obstacles.

Based on the findings, the following recommendations are proposed:

**Develop a stress management program:** To address the burnout and resilience issues among paramedical students, the university should develop a comprehensive stress management program tailored to their needs. This program should include evidence-based interventions that focus on enhancing resilience and addressing burnout risk factors.

**Provide training in coping strategies:** The university should offer workshops and seminars that teach students effective coping strategies, such as problem-solving, time management, and emotional regulation techniques. These workshops can help students build resilience and better manage academic stressors.

**Enhance social support:** Encourage the establishment of peer support groups and mentorship programs, which can provide students with a network of individuals who share similar experiences and challenges. This support system can contribute to improved well-being and resilience.

**Foster a positive learning environment:** Administrators and faculty members should work together to create a supportive and inclusive learning environment that encourages open communication, fosters collaboration, and acknowledges the challenges faced by paramedical students.

**Conduct further research:** To gain a more comprehensive understanding of burnout and resilience among paramedical students, future research should investigate additional factors, such as the role of social support, academic workload, and personal characteristics. Longitudinal studies could also provide valuable insights into how resilience levels change over time and the impact of stress management interventions on burnout and well-being. By implementing these recommendations, Misamis University can support the well-being and academic success of its paramedical students, ultimately improving their ability to manage stress and thrive in their future careers.

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