








Academic burnout in accounting university students: Evidence from Two Mexican Contexts

Burnout académico en estudiantes universitarios de Contaduría: Evidencia desde Dos Contextos Mexicanos

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Abstract

This study examines the prevalence of academic Burnout syndrome among Public Accounting students at the Universidad Autónoma de Chiapas [UNACH], comparing it with previous findings from the Instituto Tecnológico de Sonora [ITSON]. Using a quantitative approach and the MBI-SS instrument, three dimensions were assessed: emotional exhaustion, cynicism [motivation], and academic efficacy, in a sample of 84 students. Results show a generally low prevalence of Burnout at both institutions, though significant differences were found. UNACH students reported higher levels of cynicism and lower academic efficacy, while ITSON students showed greater emotional exhaustion. Factors such as academic status, employment, and place of residence influenced the outcomes. The study highlights the importance of addressing Burnout in underexplored academic contexts such as accounting and calls for the implementation of institutional strategies focused on prevention and psychoeducational support to promote student well-being and academic performance.



Academic burnout, University students, Public accounting

Resumen

Este estudio analiza la prevalencia del síndrome de Burnout académico en estudiantes de Contaduría Pública de la Universidad Autónoma de Chiapas [UNACH], comparándola con resultados previos del Instituto Tecnológico de Sonora [ITSON]. Con un enfoque cuantitativo y el uso del instrumento MBI-SS, se evaluaron tres dimensiones: agotamiento emocional, cinismo y eficacia académica, en una muestra de 84 estudiantes. Los resultados reflejan una prevalencia general baja en ambas instituciones, aunque con diferencias significativas: en la UNACH se detectaron mayores niveles de cinismo y menor percepción de eficacia académica, mientras que en el ITSON destacó el agotamiento emocional. Factores como la situación académica, laboral y el lugar de residencia influyeron en los resultados. El estudio resalta la importancia de atender el Burnout en carreras poco exploradas como contaduría, y propone implementar estrategias institucionales de prevención y apoyo psicoeducativo para mejorar el bienestar estudiantil.



Burnout académico, Estudiantes universitarios, Contaduría pública

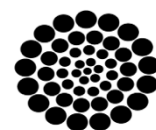
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Introduction

In today's university context, students' emotional well-being has become a growing concern, especially in light of the increasingly intense academic demands they face on a daily basis [Llanes, et. al. 2022].

In light of this situation, one of the most relevant phenomena in this area is academic burnout syndrome, a condition that goes beyond common stress and manifests itself in students in the form of emotional exhaustion, demotivation, and a negative perception of their own academic performance [Caballero et al., 2010; Rosales and Rosales, 2013].

Although this problem has been widely studied in areas such as medicine and psychology, it has been little explored in economic and administrative disciplines, despite their high educational demands.

It is therefore essential to understand its impact in these academic contexts in order to design effective strategies that promote the mental health and academic success of future professionals [Vizoso & Arias, 2018].

Definition of academic burnout syndrome

Academic burnout syndrome is defined as a negative emotional, physical, and mental response that arises during prolonged periods of high educational demands. It is characterised by being a syndrome that does not appear suddenly, but rather builds up gradually from the accumulation of educational demands that exceed the student's ability to cope with them in a healthy way [Risa, 2022; Estrada, et al. 2018].

The main characteristic of burnout syndrome is that it manifests itself through three key symptoms: emotional exhaustion, which presents as a constant feeling of tiredness, fatigue and lack of energy in the face of academic activities; cynicism, which manifests itself through a negative, indifferent or distant attitude towards studies, classmates and the value of university; and finally, low academic efficacy, which consists of a perception of incompetence, insecurity in one's own abilities, and feelings of academic failure [Caballero et al., 2015].

Unlike temporary stress, academic burnout tends to be persistent, affecting the student's psychological well-being and performance, as well as being associated with symptoms such as anxiety, insomnia, somatisation, depression and even suicidal ideation [Cuevas, et al., 2024].

Although this syndrome was originally conceptualised within the workplace [Schaufeli, et al., 2009], subsequent research has adapted it to the university context, recognising that students face multiple sources of pressure comparable to those of a formal worker [Caballero et al., 2010]. In the educational environment, factors that trigger burnout include academic overload, tight deadlines, teamwork, interpersonal conflicts, and pressure to achieve standards of success, especially in the advanced stages of a university career [Zabalza & Vilas, 2017].

Academic burnout in accounting students

Although burnout syndrome has been widely studied in disciplines such as medicine, psychology, and education, its approach in economic and administrative careers, such as accounting, has been limited, especially in Spanish-speaking countries.

However, recent research has begun to show that accounting students also face highly demanding academic conditions that make them vulnerable to developing this syndrome [Salami et al., 2018].

The accounting degree requires constant updating of technical knowledge, mastery of tax and financial regulations, as well as highly complex mathematical and analytical skills. Added to this is the pressure to pass rigorous exams, complete practical assignments and integrative projects, and prepare for future professional certifications [Suarez, et. Al 2020; Ison et. Al 2020].

International research such as that of Salami et al. [2018] in Nigeria identified that the assessment environment in accounting is a determining factor in the onset of academic burnout. It has even been noted that academic stress in accounting begins in the first semesters and intensifies as the degree programme progresses, especially in students who work and study simultaneously [Bjornsen-Ramig et al., 2024].

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In a study conducted by Chui et al. [2023], which analysed the presence of burnout syndrome in a sample of 161 Peruvian university students studying accounting and finance between their fourth and tenth academic semesters, the results showed that 39.6% of participants had a high level of emotional exhaustion, while 30.7% showed a high prevalence of cynicism.

Likewise, a greater presence of academic ineffectiveness was observed in students aged 30 or younger. In terms of gender analysis, it was identified that women reported a higher prevalence of burnout syndrome at medium and low levels compared to men.

The present study aims to conduct a comparative analysis between the results obtained by Aceves-López et al. [2024] at the Technological Institute of Sonora [ITSON] on the prevalence of burnout syndrome in students of the Bachelor's Degree in Public Accounting and those obtained in a similar sample of students of the same degree at the Autonomous University of Chiapas [UNACH]. The purpose of this comparison is to seek and identify relevant similarities and differences between the two populations, with the aim of informing interventions that promote the emotional well-being and academic performance of students.

This research is particularly relevant for the analysis of academic burnout syndrome in accounting programmes within the Mexican context, as it highlights a problem that, although present, has been little studied in this field.

By focusing on two higher education institutions with different social and geographical realities, the study provides a broader perspective on how burnout manifests itself in accounting students in Mexico and offers key elements for institutional decision-making in terms of prevention and psychoeducational intervention.

Given this situation, with the intention of raising awareness and shedding light on burnout in higher education students, the following question is asked: What is the level of academic burnout syndrome in higher education students enrolled in the Bachelor's Degree in Public Accounting programme at UNACH who are currently attending classes, and what are the similarities and differences with the results previously obtained in ITSON students?

Methodology

This research adopts a quantitative approach, with a non-experimental, cross-sectional, and descriptive design. Data collection was carried out using the Maslach Burnout Inventory-Student Survey [MBI-SS] instrument, developed by Schaufeli, Martínez, Salanova, González-Romá and Bakker [2002], using the version adapted and validated in Colombia by Hederich and Caballero [2016]. This instrument is aimed at higher education students of both sexes, regardless of their field of study.

The MBI-SS consists of 14 items distributed across three dimensions: academic efficacy [5 items], emotional exhaustion [5 items] and cynicism [4 items]. Each item is answered using a five-point Likert scale [1 = never, 2 = rarely, 3 = sometimes, 4 = almost always and 5 = always]. The scores obtained are added up within each subscale, generating a total score per dimension. These scores are then classified into three levels of burnout: low [1%–25%], medium [30%–75%] and high [80%–99%], which allows the degree of impact to be identified in each of the three dimensions evaluated.

For its application, the questionnaire was digitised using the Google Forms platform and distributed among active students in the Bachelor's Degree in Public Accounting and Bachelor's Degree in Economics and Finance programmes at the Autonomous University of Chiapas [UNACH] during the January-June 2025 semester. Each participant was asked to give their informed consent and to respond voluntarily and respectfully. For security and institutional validation reasons, responses were limited exclusively to institutional emails.

For comparison purposes, access was granted to the database of previous research conducted by Aceves-López et al. [2024] at the Technological Institute of Sonora [ITSON], which served as a reference for the comparative analysis. All data were processed using SPSS statistical software to ensure rigorous treatment of the information obtained.

Results

Initially, the sample consisted of 97 students. However, this was reduced to 84 participants, as 86.6% belonged to the fifth semester.

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Because the records for other semesters were not statistically representative or homogeneous, it was decided to exclude them from the analysis to maintain data consistency.

The final sample consisted of 84 fifth-semester students enrolled in the Bachelor's Degree in Public Accounting at the Autonomous University of Chiapas [UNACH]. In terms of gender, 59.5% were women and 40.5% were men. Regarding their place of origin, 64.3% identified themselves as local students, while 35.7% were from outside the area.

In terms of age, the majority of participants [84.5%] were between 18 and 20 years old, followed by 14.5% between 21 and 23 years old, and only one student [1.2%] was over 23 years old.

Regarding their academic status, 91.7% said they were regular students, while 8.3% identified themselves as irregular. In terms of occupation, 44% of respondents said they worked in activities related to their career, followed by 32.1% who did not work, and 23.8% who did work, although in areas unrelated to accounting.

Regarding the means of transport used to attend university, the majority [83.3%] indicated that they use public transport, followed by those who have their own vehicle [7.1%], those who are transported by another person [6.0%], and finally, those who walk [3.6%].

Finally, in terms of area of residence within Tuxtla Gutiérrez, 36.9% live in the north, 32.1% in the south, 20.2% in the centre, and 10.7% near the faculty.

The reliability analysis of the instrument was performed using Cronbach's alpha coefficient, and the results obtained were satisfactory in the three dimensions evaluated: emotional exhaustion had a value of 0.761, cynicism reached 0.883, and academic efficacy obtained 0.875.

The overall coefficient of the instrument was 0.850, indicating high reliability and meeting the commonly accepted minimum standards [≥ 0.70] for statistical interpretation of the results.

Box 1**Table 1**

Reliability statistic

Sub-scales	No. Elements	Cronbach's alpha
Exhaustion	5	0.761
Cynicism	4	0.883
Academic effectiveness	5	0.875

Regarding the overall results obtained from the MBI-SS scale, clear patterns were identified in the three dimensions of academic burnout syndrome.

In the emotional exhaustion dimension, most participants were in the medium range [48.8%], followed by the low range [41.7%], while only 9.5% had high levels of exhaustion, suggesting a moderate presence of emotional fatigue among students.

With regard to the cynicism dimension, a similar distribution was observed: 41.7% were at the medium level, 34.5% at the low level, and 23.8% at the high level, indicating that a significant portion of the sample experiences a certain degree of detachment or indifference towards their academic activities.

Regarding the dimension of academic efficacy, the results were mostly positive. 85.7% of students reported high levels of efficacy, reflecting a strong perception of personal competence in the academic field. Ten point seven per cent were in the medium level, while only three point six per cent had low levels of efficacy, indicating that only a small proportion may be facing significant difficulties in their academic self-efficacy.

Finally, on the overall Burnout Index, the majority of students [72.6%] were at the low level, followed by 19.0% at the medium level and 8.3% at the high level, indicating that, in general terms, the group studied does not show a high prevalence of the syndrome, although subgroups that may require specific attention were identified.

Box 2

Table 2

Overall statistics

Variable	Low level		Medium level		High level	
	%	Frequency	%	Frequency	%	Frequency
Exhaustion	41.7%	35	48.8%	41	9.5%	8
Cynicism	34.5%	29	41.7%	35	23.8%	20
Efficacy A.	3.6%	3	10.7%	9	85.7%	72
Burnout	72.6%	61	19.0%	16	8.3%	7

Turning to the comparative results, statistically significant differences were found between regular and irregular students in the dimensions of cynicism and academic efficacy.

In the case of cynicism [$t = -2.545$; $gl = 82$; $p < 0.05$], irregular students presented a higher mean [$M = 2.57$] compared to regular students [$M = 1.83$], indicating a greater attitude of detachment and demotivation towards their studies.

Likewise, in the academic efficacy dimension [$t = -2.374$; $gl = 82$; $p < 0.05$], regular students showed a significantly higher perception of efficacy [$M = 1.14$] than irregular students [$M = 1.57$], suggesting that the latter face greater difficulties in terms of their academic self-efficacy.

Box 3

Table 3

Statistical Comparison of cynicism and efficacy by academic status [regular/irregular]

Academic status	Half cynicism	T	gl	P	Medium efficiency	T	GI	P
Regular	1.83	-2.545	82	0.013	1.14	-2.374	82	0.020
Irregular	2.57				1.57			

With regard to the students' employment status, the results of the analysis indicated that there are differences between the groups [$F = 1.977$; $p < 0.05$], with the lowest levels of exhaustion found among students who do not work, while the highest levels correspond to those who work in jobs unrelated to their degree programme. Those who work in activities related to their academic field also show exhaustion, although to a lesser degree than those who work outside their professional field.

These data suggest that participation in the workplace can influence students' emotional well-being, and that this influence varies depending on the relationship between work and career. In this sense, jobs that are consistent with academic training may have a less negative impact on the level of emotional exhaustion, while employment in unrelated areas may represent an additional source of stress.

Box 4

Table 4

Statistic Comparison of attrition variable by student location

Employment status	Media	F	P
Work related to the area	1.7838	1.977	.007
Non-area related work	1.900		
I do not work	1.3074		

Regarding the students' geographical area of residence within the city of Tuxtla Gutiérrez, significant differences were also found among the students with respect to the academic efficacy variable [$F=3.292$; $p < 0.05$], suggesting that place of residence may be related to the perception of efficacy in academic performance.

The observed means show that students living in the city centre reported the highest level of academic efficacy, followed by those residing in the south and the north. In contrast, the lowest levels of efficacy were observed for students living close to the university, which is contrary to what might be expected under the assumption that proximity to the institution facilitates performance.

Since a lower score on this scale indicates a higher perception of efficacy, the results suggest that students living further away [especially in the centre and south of the city] tend to perceive themselves as more academically competent.

Box 5

Table 5

Statistic Comparison of attrition variable by student location

Employment status	Media	F	P
Central Zone	1.000	3.292	.025
South Zone	1.1111		
North Zone	1.2258		
Near the faculty where I study	1.5556		

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Continuing with the results, both convergences and divergences were revealed between the levels of academic burnout syndrome observed in students in the Bachelor of Public Accounting programme at the Autonomous University of Chiapas [UNACH] and the data previously obtained from students at the Technological Institute of Sonora [ITSON].

In general terms, both groups showed a low overall prevalence of burnout syndrome, which is reflected in the percentages of students at the low level: 72.6% in the case of UNACH and 79.9% in the case of ITSON. This coincidence suggests a relatively favourable perception of the academic environment in both institutions.

However, when disaggregating the dimensions that make up the construct of academic burnout, significant differences emerge. In the dimension of emotional exhaustion, a higher percentage of students with high levels was identified at ITSON [15.6%] compared to 9.5% reported at UNACH. This finding could be indicative of greater exposure to chronic academic stress in the ITSON sample, possibly influenced by curricular or contextual factors.

With regard to the cynicism dimension, 23.8% of UNACH students presented high levels, compared to 17.6% of ITSON students. This result suggests a higher incidence of attitudes of detachment or disinterest in academic activities in the UNACH sample, which could be associated with negative perceptions of the institutional environment or a weaker connection with the curriculum content.

The academic efficacy dimension yielded predominantly positive results in both populations, being more pronounced at ITSON, where 91.3% of students were in the high range, compared to 85.7% at UNACH. However, it is noteworthy that UNACH reported a higher percentage of students with low perceptions of efficacy [3.6%] compared to ITSON [1%], which may be an indicator of academic risk that warrants attention from tutoring and institutional support programmes.

With regard to contextual variables, both studies confirmed that irregular academic status is significantly associated with higher levels of cynicism. Additionally, at UNACH, irregular students also reported a significantly lower perception of academic efficacy, while at ITSON, a higher level of general burnout was evident among them. These findings reinforce the notion that academic irregularity is a vulnerability factor for the development of burnout symptoms.

A particularly notable difference between the two studies relates to employment status. While no statistically significant differences were observed between the different employment groups at ITSON, relevant variations were found at UNACH. At the latter, students who did not work had the lowest levels of emotional exhaustion, while those who worked in jobs unrelated to their academic training had the highest levels. These results suggest that compatibility between the workplace and academic career may moderate the effects of occupational stress on student well-being.

In terms of area of residence, the ITSON study did not report significant differences in any of the dimensions of the syndrome, while at UNACH statistically significant differences were found in the dimension of academic efficacy, with students residing in the city centre reporting a higher perception of academic competence. This finding, contrary to what would be expected under the premise that geographical proximity to the institution favours performance, could be reflecting socio-economic, cultural or time management differences.

Finally, it should be noted that the ITSON study incorporated additional variables such as gender and age group, finding that women report higher levels of emotional exhaustion and that older students experience higher levels of cynicism and burnout.

These dimensions were not addressed in the UNACH research, which limits comparability in these areas and suggests future lines of research for a broader characterisation of the phenomenon.

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Conclusions

The findings of this research show that, although the overall prevalence of academic burnout syndrome among public accounting students at UNACH and ITSON is mostly low, there are substantial differences in the manifestation of its dimensions. In particular, a higher proportion of cynicism and lower perception of academic efficacy was identified in UNACH students, while ITSON reported higher levels of emotional exhaustion. These differences may be linked to institutional characteristics, curricular structures, or contextual dynamics specific to each university.

Both studies agreed that students with irregular academic trajectories had higher levels of cynicism and, in the case of UNACH, also a lower perception of academic self-efficacy. This pattern is consistent with previous research highlighting the vulnerability of students facing academic interruptions, as they tend to experience greater emotional distancing and difficulties in maintaining motivation and academic performance [Rodríguez-Villalobos et al., 2019].

In relation to the employment situation, a significant difference was observed between the two institutions. At UNACH, students who do not work showed lower levels of exhaustion, in contrast to those who work in jobs unrelated to their field of study, who reported greater emotional exhaustion. This finding contrasts with that of Caballero [2006], who found that working students do not necessarily experience higher levels of burnout and may even develop a stronger perception of self-efficacy. These discrepancies could be attributed to the nature of the job and the way in which academic and work demands are articulated.

On the other hand, variables such as age and gender were not considered in the present applied research at UNACH, which represents a significant limitation. Previous studies, such as those by Chui et al. [2023], have shown that women tend to experience higher levels of academic burnout, and that younger students more frequently exhibit symptoms of cynicism and professional ineffectiveness, although these differences are not always statistically significant [García et al., 2024].

Overall, the results allow us to conclude that, although there is a general favourable trend in terms of the low prevalence of academic burnout, structural and personal factors that significantly influence its onset persist.

Therefore, it is imperative that higher education institutions design and implement comprehensive strategies for prevention, early detection, and psychoeducational support that consider not only academic conditions but also the working, contextual, and personal conditions of students.

Finally, it is recognised that this research has significant limitations, including the restriction of the analysis to a single cohort of fifth-semester students at UNACH. However, it is important to note that these limitations open the door to future research that expands the sample, diversifies the academic profiles considered, and deepens the multivariate analysis of academic burnout syndrome.

This is especially true in a population as little studied as university students in fields such as accounting and finance. It is precisely by deepening the analysis that we will not only better understand its causes and manifestations, but also design more effective strategies that promote students' emotional well-being and academic performance [Madigan, et al, 2023].

Declarations**Conflict of interest**

The authors declare no interest conflict. They have no known competing financial interests or personal relationships that could have appeared to influence the article reported in this article.

Author contribution

Aceves-López, Jesús Nereida: Contributed to the project idea, research method and technique addition, the data collection at ITSON, as well as the delivery of results.

Cruz-Sánchez, Zoily Mery: Contributed to application of the instrument at UNACH.

Aceves-Córdova, Erika Soledad: Contributed Database development.

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González-Navarro, Nora Edith: Contributed Searching and organizing bibliographic references

Availability of data and materials

The research data are in the possession of the research group and are available for future research.

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