

INFLUENCE OF TOXIC STRESS ON ACADEMIC BURNOUT AMONG UNDERGRADUATES IN MANAGEMENT FACULTIES OF STATE UNIVERSITIES IN THE WESTERN PROVINCE

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Academic burnout is a growing concern among undergraduates, particularly within the Management Faculties of state universities in Sri Lanka's Western Province. This study examines the relationship between toxic stress and academic burnout, identifying key contributing factors and proposing effective interventions.

A cross-sectional survey was conducted with a sample of 350 undergraduates from Management Faculties in the Western Province. Participants completed standardized questionnaires measuring levels of toxic stress and academic burnout. The collected data were analyzed using descriptive statistics, correlation analysis, and multiple regression to assess the impact of toxic stress on academic burnout.

The findings confirm that toxic stress is a significant predictor of academic burnout. Higher levels of toxic stress were associated with increased emotional exhaustion, detachment, and diminished personal achievement. These results underscore the necessity for universities to implement targeted interventions such as counseling services, stress management workshops, and enhanced social support systems to safeguard students' mental well-being and academic success.

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