



## **Millennials in the University: An Inquiry on Burnout among Filipino University Students**

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### **ABSTRACT**

Most students in the universities at present are considered millennials. Typically, this generational cohort is born from 1981 onwards. Considering their behavioral temperament, they are accused of being entitled and deficient in motivation and accountability. Further, other generations perceive millennials as having less desirable work behaviors and beliefs. At present, there is a dearth of scholarship on Filipino millennials and their experience of burnout. The present inquiry determined the extent to which Filipino millennial university students experienced burnout and how it was possibly inflected by gender or academic specialization. Additionally, academic achievement and workload were considered factors in the experience of burnout. The Maslach Burnout Inventory – Student Survey was utilized in this study with 249 respondents from a private university in Manila, Philippines. Results reveal that workload is positively correlated to exhaustion and, to some extent, cynicism. Likewise, academic achievement positively influences academic efficacy, which buffers the experience of exhaustion and cynicism. Regardless of gender and academic specialization,

Filipino millennial university students seem not to be experiencing burnout. The analysis further shows that the respondents' academic efficacy is moderately high. On the other hand, exhaustion and cynicism range from moderately low to average.

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## INTRODUCTION

At present, most students in universities are classified as millennials. While some studies may suggest a slightly different year classification, this generational cohort is typically born from 1981 onwards (Bucuta, 2015; Delcampo et al., 2011; Velasco & De Chavez, 2018). There is generally a lack of consensus among scholars regarding the scope of the millennial generation. For example, Sullivan and Heitmeyer (2008) typified millennials as individuals born from 1977 to 1994. Zemke et al. (2000) argued that millennials were born from 1980 to 2000. Nevertheless, a way of thinking about the millennial generation is that they are the cohort that came after the Baby Boomers and Generation X. Delcampo et al. (2011) delineated baby boomers as being born approximately from 1946 to 1964 and Generation X as born approximately from 1965 to 1980.

The literature suggests that millennials are characterized by their inclination toward the use of technology. Considered digital natives, the lives of millennials are intertwined with information and communication enabled by digital technology. Hershatter and Epstein (2010) argued that the “sixth sense” of millennials was technology. Howe and Strauss (2007) opined that millennials were more confident and trusting than the preceding generations; however, millennials were also perceived as “pampered, risk averse, and dependent”. Despite the subtle differences in the year segmentation of the millennial cohort, they are called the “hero generation” or the “me

generation”. Barnes (2009) explained this twofold view on millennials:

*They have been described as being the next great “hero” generation, indicating their traits as being extraordinarily well rounded, having high self-esteem, being civic-minded, and raised to believe they could do anything. Others describe them as the next “me generation,” indicating their self-focus, expectation of entitlement, and desire for fame and fortune.” (p. 61)*

Considering their behavioral temperament, millennial university students seem to lack drive, motivation, and accountability (Alexander & Sysko, 2015). Likewise, Jerome, Scales, Whithem, and Quain (2014) posited that other generations perceived millennials as having less desirable work behaviors and beliefs. Given the divergence in the depiction and perception of millennials vis-à-vis their behavior at work, Alsop (2008) revealed that employers were bothered by millennials’ proclivity toward modifying their work to fit their lives as compared to adapting their lives to their work.

In the Philippines, there is dearth of scholarship on millennials and how they experience burnout. Maslach (1993) defined burnout as a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment. Herbert Freudenberger in Kocaekşi (2016) illumined that burnout was extreme tiredness derived from the increased demand on energy, resources, and strength. It may also be considered a “systemic disconnect between a person and expectations at an

activity and how this disconnect expresses itself emotionally and physically” (Galbraith & Merrill, 2012).

Research on burnout, as Jacobs and Dodd (2003) illuminated, originally focused on occupational groups such as human service workers, teacher, psychologists, and nurses. Few investigations have been done in examining the concept of burnout among college students. As revealed in the inquiry, some symptoms of burnout include decreased motivation and work satisfaction. Likewise, the chances for health impairments, social conflict, and diminished efficiency are higher. The aim of the study was to explore the relationship between social support and the three components of burnout as conceptualized by Maslach and Jackson (1981), which were emotional exhaustion, depersonalization, and reduced personal accomplishment.

The participants in the study of Jacob and Dodd (2003) were 149 undergraduate students enrolled in a private mid-sized university in the US. Maslach and Jackson’s (1981) Burnout Inventory, General Temperament Survey, and the Multidimensional Scale of Perceived Social Support were administered to the participants. The results showed that the respondents exhibited moderate to high levels of emotional exhaustion and personal accomplishment. Conversely, the level of depersonalization is low to moderate. Further, results revealed that those with negative temperament were inclined to experience burnout. A negative temperament “reflects the feelings of chronic stress and

nervousness, the experience of strong negative emotions, and worrying” (Maslach & Jackson, 1981). Thus, having a negative temperament leads to impaired concentration and disrupted sleep. Conversely, having a positive temperament influences personal accomplishment. The study particularly identified optimism as a buffer against stressors and frustration. Social support derived from friends mitigates the effects of burnout. Specifically, support from friends is linked to having lower levels of depersonalization and higher levels of personal accomplishment. Notably, subjective workload is more closely related to the three aspects of burnout rather than the objective workload. Subjective workload is the feeling that one’s academic and extracurricular load is heavy. On the other hand, objective workload is the actual load of academics, employment, and extracurricular activities. Jacobs and Dodd (2003) further explained:

Students who were not experiencing burnout felt as though they were overcommitted, even though they were enrolled in similar academic loads and were participating in extracurricular activities less frequently than did students who were not experiencing burnout. (p. 299)

As such, burnout is the disjuncture between perceived work and its acceptable magnitude. Aside from the demands of work, burnout has social manifestations as well. Welch et al. (1982) revealed that the social symptoms of burnout might include having a judgmental outlook on one’s self and others, blaming others for one’s

predicament, and a general mistrust of other people.

Galbraith and Merrill (2012) examined the interaction between work-related burnout and academic burnout of working college students. Personal, academic, and environmental stressors such as grade, course load, and other requirements were linked to the experience of burnout. Furthermore, there was an inverse relationship between burnout and social support. Three hundred forty undergraduate business students in a mid-sized public university participated in the study. The modified Maslach Burnout Scale – General Survey (MBI-GS) was administered at the start and end of the semester in order to conduct a longitudinal analysis. In the first administration of the MBI-GS, the language was modified to refer to academic activities. For the second facet, the MBI-GS was reworded to refer to work-related activities.

The variables examined in the study included number of hours rendered in a week, pay rate, night hours worked, hours of study per week, and involvement in university credit internship. Likewise, overall GPA and expected GPA were gathered. Results showed that academic exhaustion, cynicism, and efficacy increased throughout the term. Considering work-related cynicism, it increased during the semester. However, work exhaustion and efficacy significantly decreased throughout the semester. This occurrence revealed that working students had a tendency to put less priority on work to concentrate on academic obligations. The analysis also revealed

that females exhibited more academic exhaustion than males. Students with lower GPA and individuals who anticipated their GPA to decrease showed higher levels of academic exhaustion. Exhaustion as one of the manifestations of burnout was negatively correlated with engagement.

Consequently, there are interactions taking place between academic burnout and work-related burnout. Gender seems to have an impact on academic and work-related burnout. Female university students tend to have higher academic burnout. This is also claimed by other studies such as Misra and McKean (2000), and Weckworth and Flynn (2006). Galbraith and Merrill (2012) suggested that student services should not only focus on the mitigation of exhaustion (e.g. recreation centers and psychological services) but also cynicism. Programs should be developed to improve students' "sense of accomplishment, perception of significance, and enthusiasm for involvement" (Galbraith & Merrill, 2012).

Similar to the aforementioned studies, Kocaekşi (2016) explored the experience of burnout of college students in Turkey. Burnout is considered to be a crucial cognitive variable that affects the teaching and learning experience in the university. Hence, the primary goal of the inquiry was to assess the burnout level of students enrolled in Anadolu University Faculty of Sport Science. The Maslach Burnout Inventory student form was utilized, and 153 respondents participated in the study. The subscales of the burnout inventory were compared in terms of gender, class

level, and department. Results revealed that there was a statistical difference in terms of gender, specifically, women experience more emotional exhaustion than men.

In Spain, Gálan et al. (2011) examined burnout among pre-clinical and clinical years of medical students. The participants in the study were third year (preclinical) and sixth year students (final year) from the School of Medicine in Seville. Two hundred seventy students successfully completed the process. Results showed that one out of four medical students were at risk of burnout and the occurrence increased from third year to the sixth year of training. The medicine curriculum and demography of students were highlighted in the study. Students at the School of Medicine in Seville were relegated to bystander roles despite the rotation in varying clinical departments. Factors that were associated with burnout among students of medicine include curricular factors, personal life events, and the learning environment. Burnout in the medicine program may possibly lead to unprofessional conduct, suicidal ideation, and even dropping out from the program.

In the present inquiry, the millennial year segmentation delineated by Delcampo et al. (2011) was adapted. In this sense, millennials are individuals born from 1981 to 2000. At this point, most students enrolled in higher education institutions in the Philippines are classified as millennials. However, this generational cohort has not been studied expansively in terms of work-related behaviors and other associated areas. Likewise, most research on burnout

focused on occupational groups such as human service workers and educators. The current inquiry therefore seeks to examine how burnout is experienced by millennials in the context of the university. Specifically, these are the research questions:

1. To what extent do millennials in the university experience burnout?
2. How does the experience of burnout differ between gender and academic specialization?
3. What is the relationship among academic workload, academic achievement, and burnout?

The millennial generational cohort is increasingly becoming a significant subject of study in different disciplines. Millennials, as depicted in popular culture, are with a set of beliefs that are deemed different from preceding generations. As noted by Alsop (2008), millennials are perceived as having undesirable work-related behaviors such as such blatantly projecting their sense of entitlement and practicing cavalier work behaviors. In the context of the university, the study of millennials will shed light on how educational and organizational processes can be improved to enhance the productivity of university students. The results of the study will assist educators and administrators in formulating strategies and programs that mitigate student burnout.

## **MATERIAL AND METHOD**

One of the most notable instruments that measure burnout is the Maslach Burnout Inventory (MBI), which contains three dimensions – emotional exhaustion,

depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). Hu and Schaufeli (2009) further delineated the inventory:

The MBI includes three dimensions that constitute burnout: emotional exhaustion, which refers to feelings of being depleted of one's emotional resources, representing the basic individual stress component of the syndrome; depersonalization, which refers to negative, cynical, or excessively detached responses to other people at work, representing the interpersonal component of burnout; and reduced personal accomplishment, which refers to feelings of decline in one's competence and productivity and to a lowered sense of efficacy, representing the self-evaluation component of burnout. (p. 394)

The Maslach Burnout Inventory has several iterations for various contexts: MBI – Human Services Survey (MBI-SS), MBI – Educators Survey (MBI-ES), MBI – General Survey (MBI-GS), and MBI – Student Survey (MBI-SS).

Hu and Schaufeli (2009), on the MBI-SS, maintained that students are not necessarily employed or hold jobs. Nevertheless, students participate and engage in structured work-like activities such as attending classes and completing assignments. The Maslach Burnout Inventory – Student Survey contains three facets: emotional exhaustion, cynicism, and academic efficacy. Cynicism is similar to depersonalization. Likewise, academic efficacy holds similarity with personal accomplishment.

The present inquiry utilized the Maslach Burnout Inventory – Student Survey since the respondents are students enrolled in a university. The MBI-SS contains 15 questions, specifically, five items for emotional exhaustion, four items for cynicism, and six items for academic efficacy (Hu & Schaufeli, 2009). Each item of the MBI-SS was answered through a Likert scale ranging from 0 – Never to 6 – Always. In this study, workload is operationalized through the number of units enrolled by each respondent. Moreover, academic achievement is operationalized through the student's grade point average (GPA).

Table 1

*Frequency profile of respondents by gender and academic specialization*

Gender	Frequency
Male	173
Female	76
Academic Specialization	Frequency
Information Technology	186
Engineering	63

Table 1 shows the summary of the respondents as classified by gender and academic specialization. Students who are enrolled in Far Eastern University – Institute of Technology in Manila, Philippines participated in the study. Through purposive sampling, 249 students were chosen to participate in the inquiry; all respondents are born from 1995 onwards. To analyze the data, SPSS was utilized. Specifically, in determining the relationship among the variables, Spearman rank-order correlation coefficient was utilized.

**RESULTS AND DISCUSSION**

Table 2 shows the overall descriptive statistics for the units enrolled, grade point average, study hours, and the subscales of the MBI-SS. As shown in the table, the

average units enrolled is 17.64, the average study hours per week excluding class hours is 10.69. Moreover, the average GPA of the respondents is 3.5. As noted in the grading system of the Institute, the highest possible GPA is 4.0. Considering the subscales of the MBI-SS, the mean for exhaustion is 2.24, which is considered average. For cynicism, the mean is 3.20, which is also average. On the other hand, the mean for academic efficacy is 4.01, which is moderately high. On the aggregate level, the findings are not indicative that the respondents are experiencing burnout.

Table 3 shows the descriptive statistics of the respondents in terms of the number of units enrolled, study hours, GPA, and the subscales of the MBI-SS; classified in terms of gender. For male student, the average unit

Table 2

*Aggregate descriptive statistics*

	n	Minimum	Maximum	Mean	Std. Deviation
Units Enrolled	249	3	24	17.64	3.40
Study Hours	249	1	72	10.69	10.80
GPA	249	1	3.5	2.24	0.59
Exhaustion	249	0	6	3.20	1.17
Cynicism	249	1	6	1.97	1.20
Academic Efficacy	249	1	6	4.01	0.94

Table 3

*Descriptive statistics by gender*

Male	n	Minimum	Maximum	Mean	Std. Deviation
Units Enrolled	173	3	24	17.63	3.44
Study Hours	173	1	72	11.17	11.73

Table 3 (Continued)

Male	n	Minimum	Maximum	Mean	Std. Deviation
GPA	173	1	3.5	2.20	0.60
Exhaustion	173	0	6	3.19	1.19
Cynicism	173	0	6	2.02	1.18
Academic Efficacy	173	1	6	4.00	0.94
Female	n	Minimum	Maximum	Mean	Std. Deviation
Units Enrolled	76	9	22	17.70	3.30
Study Hours	76	2	36	9.35	8.16
GPA	76	1	3.2	2.34	0.53
Exhaustion	76	1	6	3.23	1.10
Cynicism	76	0	5	1.81	1.25
Academic Efficacy	76	1	6	4.13	0.93

enrolled is 17.63 and the average study hour is 11.17. Considering GPA, male students have an average of 2.20. Female students, with an average of 17.70 almost have the same units enrolled with male students. However, female students reported to have less study hours, which is 9.35 hours per week, as compared to male students. Considering the GPA, which stands as the measure for academic achievement in this study, female students have a minutely higher score at 2.34.

Considering the subscales of the MBI-SS for male students, exhaustion is at 3.19, which is average. Cynicism for male students is at 2.02, which is also considered average. As for academic efficacy, male students are reported to have a mean of 4.00, which is considered moderately high. Exhaustion for female students is at 3.23,

which is average. Focusing on cynicism, the mean for female student is 1.81, which is considered moderately low. Academic efficacy, for female students, is at 4.13, which is moderately high. The claim of Misra and McKean (2000) and Weckworth and Flynn (2006) that females tend to experience more academic exhaustion is confirmed. Despite the subtle differences in the results of the MBI-SS, both male and female students are less likely experiencing burnout.

Table 4 shows the descriptive statistics of the respondents in terms of the units enrolled, study hours, GPA, and the subscales of the MBI-SS; classified in terms of academic specialization. Students who are in the information technology program have a mean of 17.76 in terms of the units enrolled. The study hour for information



Table 4

*Descriptive statistics by academic specialization*

Information Technology	n	Minimum	Maximum	Mean	Std. Deviation
Units Enrolled	186	7	24	17.76	3.42
Study Hours	186	1	72	10.93	11.12
GPA	186	1	3.5	2.26	0.59
Exhaustion	186	0	6	3.24	1.24
Cynicism	186	0	6	1.97	1.27
Academic Efficacy	186	1	6	3.95	1.00
Engineering	n	Minimum	Maximum	Mean	Std. Deviation
Units Enrolled	63	3	22.50	17.38	3.37
Study Hours	63	1	72	10.17	10.56
GPA	63	1	3.5	2.19	0.60
Exhaustion	63	0	6	3.10	1.00
Cynicism	63	0	5	2.00	1.04
Academic Efficacy	63	1	5	4.15	0.78

technology students is at an average of 10.93. Considering GPA, students in the information technology program have a mean of 2.26. Students in the engineering program have a slightly lower mean for the units enrolled and study hours as compared to information technology students, it is at 17.38 and 10.17 respectively. Conversely, students in the engineering program have lower mean GPA at 2.26 as compared to information technology students.

Considering the subscales of the MBI-SS for information technology students, the mean for exhaustion is 3.24 and academic efficacy is 3.95, both of which is average. Conversely, cynicism for information technology students is at 1.97, which is

moderately low. For engineering students, the mean for exhaustion is 3.10 and cynicism is 2.00, both of which is average. On the other hand, the mean for academic efficacy for engineering students is 4.15, which is moderately high. Despite the subtle differences in terms of exhaustion, cynicism, and academic efficacy of engineering and information technology students, it is not indicative burnout.

Table 5 shows the overall correlation of the units enrolled, GPA, study hours, and the subscales of the MBI-SS. Results reveal that the number of units enrolled is positively correlated with the experiences of exhaustion,  $r_s = 0.151$ ,  $p < 0.05$ . This partially confirms that claims of Galbraith

Table 5  
Overall correlation of units enrolled, GPA, and MBI-SS subscales

	Exhaustion	Cynicism	Academic Efficacy
Units Enrolled	0.151*	0.048	0.025
GPA	-0.094	-0.180**	0.308**
Study Hours	0.075	-0.106	-0.20

Note: \* $p < 0.05$  and \*\* $p < 0.01$

and Merrill (2012) that one's academic load increases the likelihood of experiencing exhaustion. On the other hand, GPA is negatively correlated with cynicism,  $r_s = -0.180$ ,  $p < 0.05$ ; however, GPA is positively correlated with academic efficacy,  $r_s = 0.308$ ,  $p < 0.01$ . It is foreseeable that the number of units enrolled, which is considered the academic workload, influences one's experience of exhaustion. Higher academic achievement for the respondents more likely leads to a positive outlook in terms of their academic progress. Furthermore, higher academic achievement also leads to a higher sense of efficacy in terms of fulfilling their academic work.

Table 6 shows the correlation of the units enrolled, GPA, study hours, and the subscales of the MBI-SS by gender. For male students, GPA is positively correlated with exhaustion  $r_s = 0.221$ ,  $p < 0.01$  and academic efficacy  $r_s = 0.345$ ,  $p < 0.01$ . However, GPA for male students is negatively correlated with cynicism,  $r_s = -0.169$ ,  $p < 0.05$ . Hence, academic achievement for male students influences one's experience of exhaustion. Also, higher academic achievement leads to a more positive outlook of one's academic work. Similar with the aggregate correlation between GPA and academic efficacy, male student with higher academic achievement have a greater sense of academic efficacy. For female students, no significant correlations were discovered.

Table 6  
Correlation of units enrolled, GPA, and MBI-SS subscales by gender

Male	Exhaustion	Cynicism	Academic Efficacy
Units Enrolled	0.141	0.039	0.103
GPA	0.221**	-0.169*	0.345**
Study Hours	0.079	-0.084	-0.071
Female			
Units Enrolled	-0.181	0.082	-0.193
GPA	0.538	0.066	-0.207
Study Hours	0.055	-0.214	-0.105

Note: \* $p < 0.05$  and \*\* $p < 0.01$

Table 7 shows the correlation of the units enrolled, GPA, study hours, and the subscales of the MBI-SS by academic specialization. For information technology students, the units enrolled is positively correlated with exhaustion,  $r_s = 0.190$ ,  $p < 0.05$ . On the other hand, for engineering students, the correlation between grade point average and exhaustion is negative,  $r_s = -0.256$ ,  $p < 0.05$ . It is conceivable that higher workloads lead to greater exhaustion as shown in the case of information technology students. For engineering students, higher academic achievement more likely leads to lower exhaustion since academic achievement positively influences their sense of efficacy.

Considering the correlation between GPA and academic efficacy of both information technology and engineering students, such is positively correlated:  $r_s = 0.315$ ,  $p < 0.01$  and  $r_s = 0.316$ ,  $p < 0.01$  respectively. Focusing on engineering students, the correlation between GPA and cynicism is negative,  $r_s = -0.295$ ,  $p < 0.01$ .

Hence, this further confirms that academic achievement has an effect on one's academic efficacy. Therefore, higher achievement leads to greater efficacy.

**CONCLUSION AND RECOMMENDATIONS**

This study explored and analyzed the concept of burnout as experienced by millennial university students. As mentioned earlier, all respondents were born from 1995 onwards, which fitted the millennial category as posited by Delcampo et al. (2011) and Velasco and De Chavez (2018). Millennials have been subjected to interesting depictions in popular culture as having cavalier work attitudes, behaviors, and having a great sense of entitlement. In this sense, the current exploration on burnout vis-à-vis millennials sheds light on how they respond to various aspects of academic work.

According to Hu and Shaufeli (2009), having high scores on exhaustion and cynicism and low scores on academic efficacy is indicative of burnout. Based

Table 7  
*Correlation of units enrolled, GPA, and burnout subscales by academic specialization*

Information Technology	Exhaustion	Cynicism	Academic Efficacy
Units Enrolled	0.190*	0.075	0.012
GPA	-0.040	-0.141	0.315**
Study Hours	0.122	-0.097	0.003
<b>Engineering</b>			
Units Enrolled	0.032	-0.015	-0.050
GPA	-0.256*	-0.295**	0.316**
Study Hours	-0.067	-0.125	0.096

Note: \* $p < 0.05$  and \*\* $p < 0.01$

on the results, Filipino millennials in the university seem not to be experiencing burnout. Upon probing further, regardless of gender or academic specialization (i.e. engineering or information technology), the data shows that exhaustion and cynicism are moderately low to average. On the other hand, academic efficacy ranges from average to moderately high. Perhaps, this can be attributed to the respondents' ability to see the connection between their academics and personal growth thus fending burnout. It is revealed that workload as represented by the amount of units enrolled increases the likelihood of experiencing exhaustion and, to some extent, cynicism. However, such is mitigated by academic achievement. The respondents' academic achievement is linked positively with academic efficacy. Hence, despite having a seemingly tremendous workload, positive results in their GPA buffers the feelings of exhaustion and cynicism.

The number of hours dedicated to studying outside their class hours is the variable that does not influence the experience of burnout. This specific variable shows no significant interaction with exhaustion, cynicism, or academic efficacy. Given that GPA buffers exhaustion and cynicism, this reveals that millennial university students possibly put a premium on their academic work. As long as they perceive that their GPAs are leaning toward the positive side, they are less likely to experience burnout. However, this may also present several problems. Putting too much importance on academic

achievement leads to a narrow experience of a university education. Specifically, they might neglect other aspects such as participating in extracurricular activities and professional development programs. Simply put, millennial university students in the Philippines may have the tendency toward being exceedingly conscious about their GPAs. As noted in the results, academic achievement buffers their experience of exhaustion and cynicism from academic tasks. This would eventuate to grade inflation in higher education institutions since students would appeal for higher grades.

Overall, this study examined burnout vis-à-vis millennial university students in the Philippines. Likewise, the interactions among workload, academic achievement, study hours, and burnout were analyzed. The results are not indicative of burnout since exhaustion and cynicism are lower than academic efficacy. Nevertheless, academic workload intensifies the feelings of exhaustion and cynicism. Conversely, academic achievement increases academic efficacy, which conceivably buffers feelings of exhaustion and cynicism. Therefore, the following recommendations are made to enrich this area of study and improve university services for millennial students:

- The university should provide more alternative assessment of student's academic work to widen their repertoire and conceptions of academic achievement. At present, millennial university students, for the most part, consider their GPA

as the apex of their university life. Hence, there should be courses or academic tasks that should not be marked through the GPA. Perhaps, industry apprenticeship aside from the actual formal internship should be encouraged to diversify one's learning source. This should not be marked as part of the GPA but simply through completion of hours. In this sense, this would give students an alternative learning experience at the same time be considered an academic achievement beyond the GPA.

- The university should also encourage students to participate in extracurricular activities, which would also enrich their academic life. Participating in extracurricular activities and subsequently meeting friends and acquaintances can also buffer the experience of burnout. It can be considered a diversion for one's immense academic workload. Galbraith and Merrill (2012) opined that social support from friends mitigated the experience of burnout.
- Given that academic workload increases the experience of exhaustion and cynicism. Academic advising, therefore, should be made consistently accessible. The university should provide an academic adviser in each department. This would ensure that students are appropriately guided in selecting the combination and

number of courses to take each term. Advice should be given with respect to how much students can acceptably accomplish in a given term without compromising their ability to cope.

- In succeeding inquiries, a qualitative approach in the study of burnout vis-à-vis millennial university students may prove to be productive. Explorations on the antecedents of exhaustion and cynicism will further elucidate on this area of inquiry.
- In the current study, only students in the engineering and information technology programs participated. Getting a wider set of respondents from other academic specializations would enrich the results of the study. Perhaps, examining millennial university students vis-à-vis burnout in the areas of business, humanities, or social sciences would yield different results.

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