Optimizing Academic Burnout Mitigation: Statistical Modeling of Emotional Intelligence as a Protective Factor in Adolescents

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Academic burnout is currently a very widespread issue that is affecting students all over the world. This project analyzed the correlation between academic burnout and emotional intelligence. We hypothesized that students with higher emotional intelligence will experience lower levels of academic burnout compared to those with lower emotional intelligence. A total of 74 Del Norte High School students participated in a survey, which measured their emotional intelligence using the Schutte Self-Report Emotional Intelligence Test and their academic burnout levels using the Copenhagen Burnout Inventory – Student Version. Data analysis included Pearson's Correlation Coefficient and other statistical tests, alongside a machine learning model to account for potential confounding variables. Results indicated a significant negative correlation between emotional intelligence and academic burnout. Additionally, the machine learning model showed that emotional intelligence scores had a significant negative effect on academic burnout while the number of AP/Honors courses and gender did not have a statistically significant influence on academic burnout. These findings suggest that students with higher emotional intelligence are less likely to experience academic burnout, correctly proving our hypothesis. The study highlights the potential for emotional intelligence training for high school students as an intervention to reduce burnout.

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