

Teaching and Enforcing Burnout Among Grade School Students

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INTRODUCTION

In May of 2019 burnout was recognized by the World Health Organization (WHO) as a serious syndrome which impacts an individual's mental, physical, and social health. Through literary review, it is suggested that our society creates a culture of burnout, which is taught and accepted at young ages. Such teaching creates a life-long subconscious contract of acceptance of burnout among affected members within our society. Symptoms of burnout include, but are not limited to:

- Anxiety
- Depression
- Headaches
- Insomnia
- Forgetfulness
- Chronic Stress

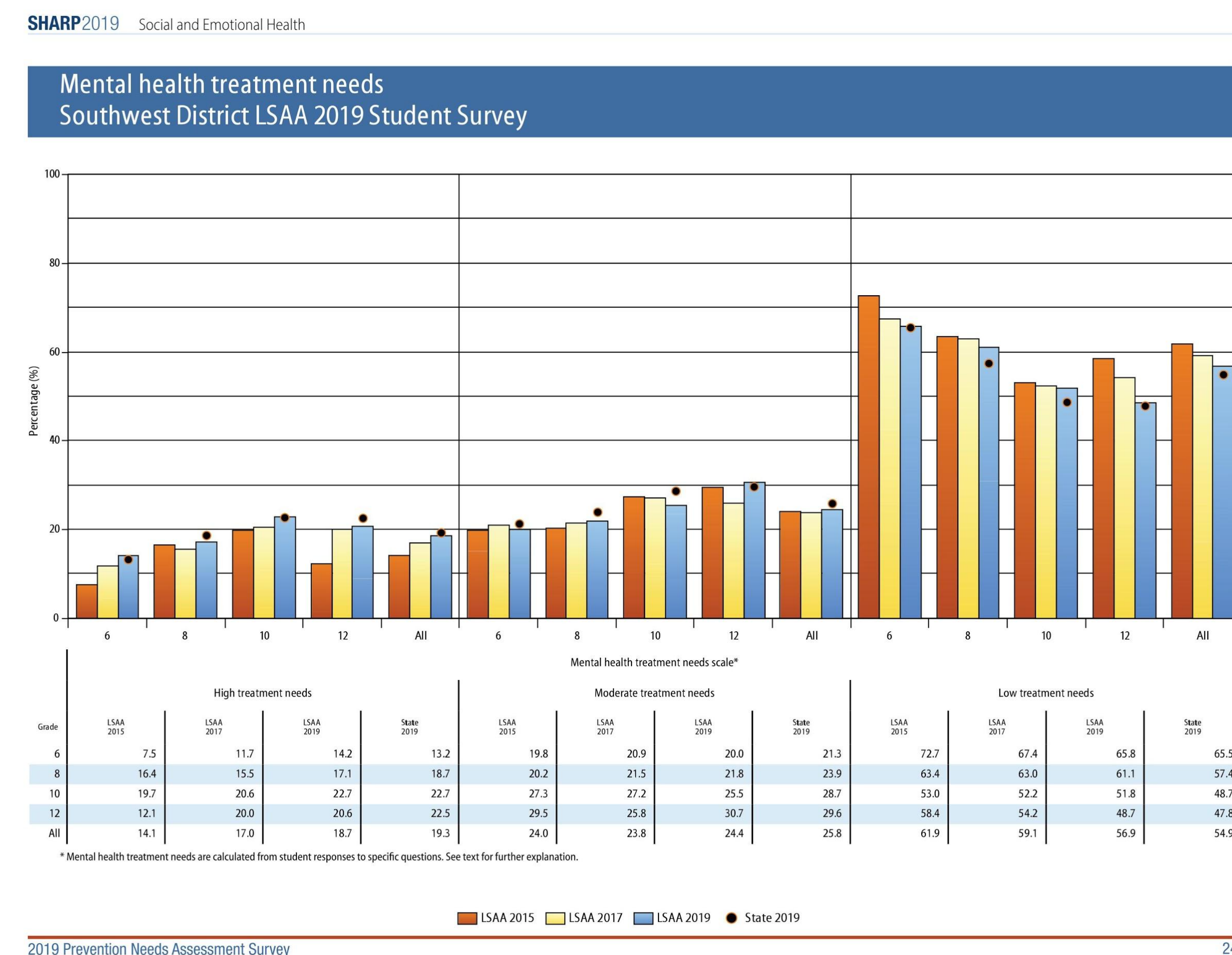
Furthermore, seeking help for burnout symptoms has been frowned upon by society, until recently with new data and options for treatment becoming available. Each member of the Institute of Social Research (ISR) at Dixie State University, has been delegated sections of research regarding burnout among our society, to examine the lifelong effects of burnout. As part of the Quality of Life initiative, students, faculty, administration, and staff members of Dixie State University are taking part in a voluntary survey to assess quality of life among our community. The results found in this survey, and literature review will be used to educate these members of the Dixie State Community and surrounding areas on the dangers of burnout, possible symptoms, and methods of recovery. This presentation analyzes the teaching and acceptance of burnout within the societal contract for children in the Washington County school district in Utah.

METHODS

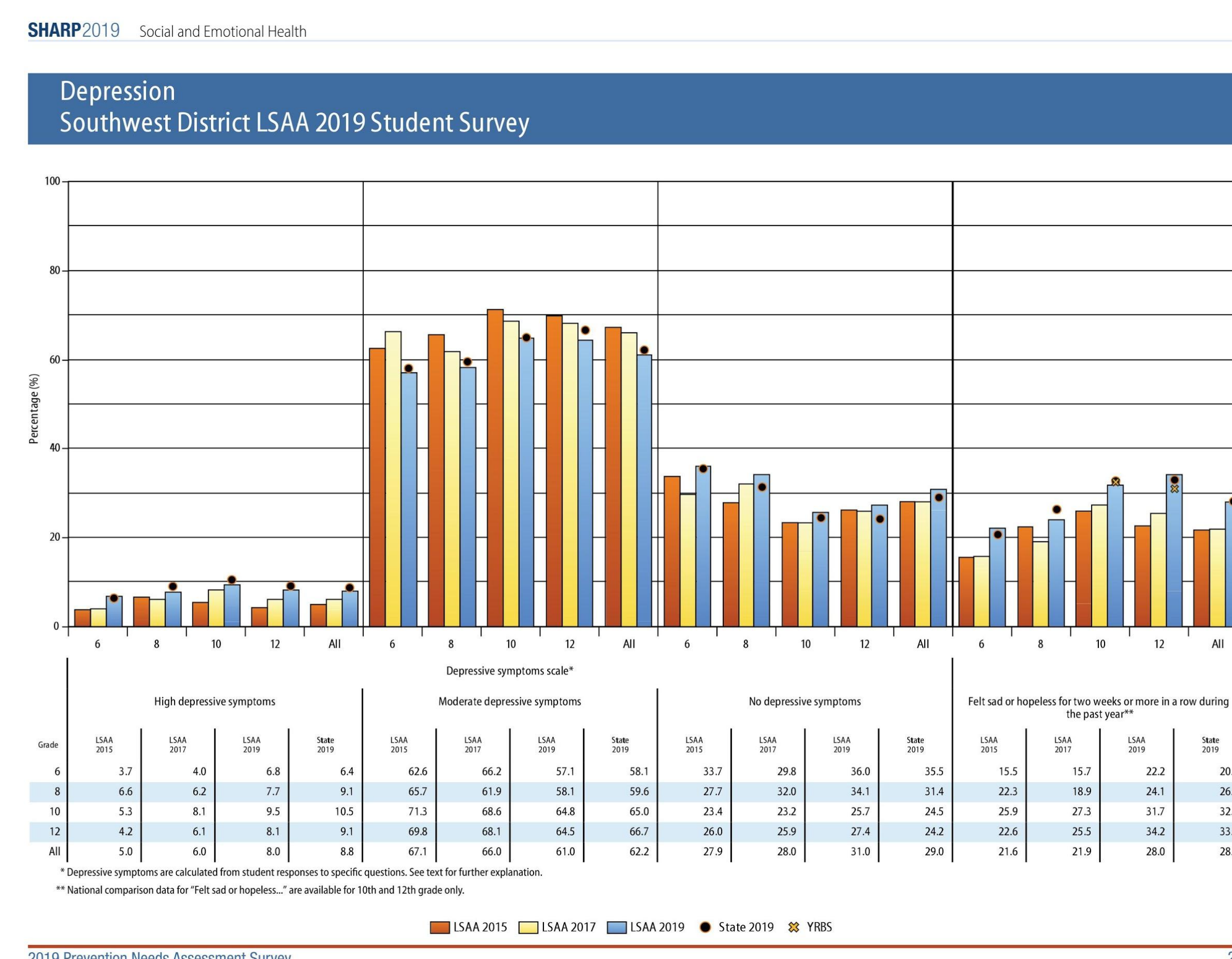
As part of the Quality of Life Initiative, a survey was designed and administered for Dixie State University(DSU) Students, Faculty, Administration, and Staff by the ISR Team, to determine if burnout is enforced and accepted among societal contracts at DSU. Approximately 1500 students will be randomly selected to take the survey with an estimated completion rate of 85%. As well as approximately 16% of Faculty, Administration and staff members.

Literature Review

State of Utah, 2019 Student Health and Risk Prevention (SHARP) survey.



The increase in high treatment needs from 2015 until 2019 suggests an increase in negative mental health effects among adolescents among the state of Utah.



High Depressive Symptoms increased in 2019. It appears more work and research needs to be done to prevent these negative health risks from increasing and the resources and research aren't keeping pace with the need for mental health and burnout interventions.

Discussion

Sociologist Max Horkheimer wrote, "From the day of his birth, the individual is made to feel that there is only one way of getting along in this world-that of giving up his hope of ultimate self-realization." (Appelrouth and Eddles 2012:396). In a study published in 2008 students were surveyed on their transition between high school and secondary education finding that "adolescents' school burnout and depressive symptoms showed moderate stability during their transition...school burnout predicted subsequent depressive symptoms more strongly than vice versa," suggesting the mental health symptoms present in a student's life during high school years, carry over into their secondary education (Salmela-Aro et al. 2009). The ISR team, found that 18% of parents surveyed, felt coursework is overwhelming for their child, while about 52% of survey participants reported feeling overwhelmed with course work when they were in grade school. With only 18% of parents recognizing their child may be overwhelmed, leading to a lack of support for the 30% of students who potentially feel overwhelmed, simply because parents are unable to recognize it. 52% of students reported feeling overwhelmed by coursework in grade school, showing that students are being subjected to a lifelong acceptance of burnout as a natural state of being.

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