

Academic Burnout among Business Students: Examining the Early Predictive and Preventive Role of Individual Time Perspective*

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Introduction

Burnout is related to either the work or educational environment. It shares common symptoms with depression, which is why it is so important to recognize and prevent it.

In academia, burnout has become a significant concern. It is characterized by emotional exhaustion, a sense of cynicism or detachment from academic work, and a reduced sense of personal accomplishment (Maslach, Schaufeli, & Leiter, 2001). Burnout occurs particularly to business students, who often face high performance expectations, competition, and pressure to succeed professionally.

Unfortunately, despite the large number of scientific papers published on academic burnout, we have yet to answer many of the long-standing questions surrounding this phenomena. Understanding the mechanisms underlying burnout, including stress perception, can help identify early predictors and preventive strategies. One such promising framework is the theory of individual time perspective proposed by Philip Zimbardo. This framework offers insight into how one's temporal orientation influences stress perception, coping mechanisms, and engagement in both professional and academic settings.

This paper explores the relationship between individual time perspective and academic burnout in business students, with a specific focus on its early predictive and preventive potential.