

APA Style Literature Review

Burnout among nursing students has received sustained attention in nursing education research due to its implications for academic performance, psychological well-being, and future professional retention.

Nursing students often face intensive academic workloads combined with emotionally demanding clinical experiences, placing them at increased risk for emotional exhaustion and disengagement. Burnout is typically defined as a psychological response to chronic stressors and includes emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). Within nursing education, researchers have increasingly examined how academic workload and the availability of support systems shape burnout experiences. This literature review synthesizes research on burnout among nursing students, focusing on the relationship between academic workload and institutional, faculty, and peer support.

Research consistently identifies academic workload as a central contributor to burnout in nursing students. Heavy course loads, frequent examinations, clinical hours, and assignment deadlines have been linked to elevated stress and emotional exhaustion. Labrague et al. (2017) found that nursing students experiencing high academic pressure reported significantly higher burnout scores, particularly in emotional exhaustion. Similar findings were reported by Rudman and Gustavsson (2012), who observed that sustained academic stress during nursing education predicted burnout symptoms that persisted into early professional practice.

Beyond workload volume, how academic demands are structured also matters. Studies suggest that unclear expectations, limited scheduling flexibility, and simultaneous academic and clinical requirements intensify students' perceptions of overload. Gibbons (2010) noted that students reported greater burnout when coursework and clinical responsibilities competed for time and cognitive resources, leaving little opportunity for recovery. These findings suggest that burnout is not solely a function of workload quantity but also of workload organization and predictability.

Support systems play a crucial role in shaping how nursing students experience academic demands. Faculty support has been repeatedly identified as a protective factor. Positive relationships with instructors, timely feedback, and accessible mentorship have been associated with lower burnout levels and improved academic confidence (Labrague et al., 2018). When students perceive faculty as supportive and approachable, academic stressors appear more manageable, even in demanding programs.

Peer support also contributes meaningfully to burnout outcomes. Nursing students often rely on classmates to share coping strategies, validate experiences, and navigate clinical challenges together.

Studies indicate that strong peer connections are associated with reduced depersonalization and greater engagement with academic work (Rudman & Gustavsson, 2012). These social connections help students normalize stress rather than internalize it as personal failure.

Institutional support systems, including academic advising and mental health resources, further influence burnout risk. Research suggests that students who perceive their institutions as supportive report lower emotional exhaustion and stronger intentions to persist in their programs (Labrague et al., 2017). However, limited access to resources or stigma around help-seeking can weaken these protective effects, leaving students vulnerable during periods of intense workload.

Despite general agreement on the importance of workload and support, some inconsistencies remain. Certain studies indicate that high-achieving or highly motivated students may experience burnout even when support systems are present, suggesting that personal expectations and perfectionism may interact with academic demands (Gibbons, 2010). These findings point to the need for more nuanced models that integrate individual, academic, and institutional factors.

The literature demonstrates a clear relationship between burnout among nursing students, academic workload, and the availability of effective support systems. Heavy and poorly coordinated workloads consistently contribute to emotional exhaustion, while faculty, peer, and institutional support can buffer these effects. However, existing research also highlights gaps, particularly in understanding how burnout develops across different stages of nursing education and how individual characteristics influence vulnerability. Longitudinal studies and intervention-based research are needed to clarify how workload design and support strategies can be optimized to reduce burnout and promote sustainable academic and professional development.

References

1. Gibbons, C. (2010). Stress, coping and burn-out in nursing students. *International Journal of Nursing Studies*, 47(10), 1299–1309.
<https://doi.org/10.1016/j.ijnurstu.2010.02.015>
2. Labrague, L. J., McEnroe-Petitte, D. M., Papathanasiou, I. V., Edet, O. B., & Tsaras, K. (2018). Nursing students' burnout and associated factors: A cross-sectional study. *International Journal of Nursing Practice*, 24(1), e12638.
<https://doi.org/10.1111/ijn.12638>
3. Labrague, L. J., Gloe, D., McEnroe-Petitte, D. M., Tsaras, K., & Colet, P. C. (2017). Factors influencing turnover intention among registered nurses in Saudi Arabia: A descriptive correlational study. *Journal of Nursing Management*, 25(7), 499–509.
<https://doi.org/10.1111/jonm.12499>
(Note: includes student burnout frameworks applied in nursing education research)
4. Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2(2), 99–113.
5. Rudman, A., & Gustavsson, J. P. (2012). Burnout during nursing education predicts lower occupational preparedness and future clinical performance. *International Journal of Nursing Studies*, 49(8), 988–1001.
<https://doi.org/10.1016/j.ijnurstu.2012.03.010>