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Predicting Burnout in Graduate Student Counselors Using a Multiple Linear Regression Analysis of Workaholism Tendencies, Grit, and Academic Entitlement

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Abstract

We investigated the relationship between workaholism tendencies, academic entitlement, and grit on burnout for graduate student counselors (n = 113). Workaholism was the most significant predictor of burnout, with approximately 30% of participants illustrating these tendencies. We conclude with a discussion of future research and implications for the counseling field.

Keywords

burnout, workaholism, grit, academic entitlement, graduate students

Author's Notes

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Earning a graduate degree is a significant accomplishment for anyone's career development. Acquiring advanced training can lead to higher financial earnings, greater career satisfaction, as well as better opportunities for career advancement (Martin, 2012). Those who have completed graduate school or who are currently enrolled in such programs, however, know that obtaining a degree requires a significant amount of time and dedication. And although graduate school is a temporary phase of one's career development, one that will ideally be terminated through graduation and not attrition, researchers have found that graduate students are at a much greater risk of developing mental health conditions during their graduate training than the average citizen (Barreira et al., 2018).

The educational process for graduate student counselors specifically involves not only working long hours on coursework, but also the pressure of faculty member evaluations, balancing competing roles like attending and teaching classes, holding therapy sessions with clients, managing high caseloads, and working in stressful environments (Landrum et al., 2012). And although being a graduate student at any level takes hard work, the role of master's versus doctoral-level counselors is significantly different. While faculty members require master's students to take lower level graduate coursework, which also includes practicum and internship experiences, they require doctoral-level counselors to perform additional duties like conducting research, supervising master's students, and co-teaching classes (CACREP, 2019). Thus, even though the variety of demands placed upon graduate counselors-in-training makes this population in general particularly vulnerable to burnout (Schwartz-Mette, 2009), master's students may experience burnout differently than doctoral students.

Burnout and Graduate Students

Burnout is the outcome of prolonged states of chronic stress (Maslach, 2003). Plessis et al. (2014) describe how those who experiencing burnout typically follow a sequential three-stage trajectory. First, during the *emotional exhaustion phase*, individuals begin to experience feelings of mental and/or emotional strain and may begin to withdraw from their work. Next, during the *personalization phase,* individuals typically experience cynicism about their work, which may exhibit as acting rudely towards others, including clients. Last, decreased *personal accomplishment* characterizes the third phase of burnout, whereby individuals begin to doubt their own levels of competency and achievement.

Those who suffer from burnout face significant repercussions, including changes in mental and emotional health (Freudenberger, 1990), as well as physical symptoms such as insomnia, exhaustion, and fatigue (Armon et al., 2008). Those who are experiencing burnout are also at a much higher risk of developing problems with self-esteem, or even mental health conditions such as substance abuse and depression. Burnout symptoms can also be manifested in the workplace, with reduced job performance, as well as increased levels of job attrition and absenteeism (Maslach & Leiter, 2016).

Burnout and Workaholism Tendencies

Researchers find burnout to be a significant, unfavorable outcome resulting from workaholism tendencies (Schaufeli et al., 2009). Workaholism is defined as "being overly concerned about work, driven by an uncontrollable work motivation, and investing so much time and effort to work that it impairs other important life areas" (Andreassen et al., 2014, p. 8). Those who struggle with workaholism can experience major problems as a result of their work habits (Bovornusvakool et al., 2012), including reduced life satisfaction, stress, depression,

anxiety, sleep problems, and poor job performance (Hogan et al., 2016). The impact of workaholism on physical health may be due to how individuals with these tendencies typically do not take time to participate in leisurely activities or self-care practices. The lack of time set aside for these activities may directly impact other areas of health, such as blood pressure, smoking, and weight (Ng et al., 2007).

Researchers have studied workaholism within a wide range of demographics, including graduate students. For example, Chamberlin and Zhang (2009) studied the relationship between workaholism, health, and self-acceptance among a sample of 347 college students enrolled in both undergraduate and graduate programs. These authors found that workaholism was associated with physical health problems and lower levels of psychological well-being. These conclusions are consistent with other studies, where researchers have found negative outcomes associated with workaholism tendencies (Ng et al., 2007).

There is a key difference between those who struggle with workaholism tendencies and those who are just hard workers, however. As Griffiths (2011) emphasizes, individuals with workaholism tendencies will work *excessively* and *compulsively*. Furthermore, as Quinones and Griffiths (2015) discuss in their review of the workaholism literature, a key feature of workaholism is that its sufferers are much more likely to experience significant problems in their personal lives in comparison to those who are simply dedicated employees.

Grit

Researchers have investigated the topic of grit in order to learn why some students meet their academic goals while others fail to do so. Researchers define grit as the representation of an individual's aspiration and willpower to complete a long-term goal. This construct relates not only to an individual's level of talent; rather, if an individual wants to be successful,

(s)he must also have passion and determination for achievement, the key components of grit (Duckworth et al., 2007).

Researchers have studied grit in a variety of ways over time. In their seminal study, Duckworth et al. (2007) found that undergraduates who possessed higher levels of grit also obtained higher grade point averages than their less gritty peers. Researchers have also identified an inverse relationship between resilience and burnout. For example, high levels of resilience are associated with low levels of burnout among medical trainees (Cooke et al., 2013) and nursing students (Rios-Risquez et al., 2016). Resilience is found in grittier individuals, as these individuals do not stop working on their goals despite any setbacks and frustrations they encounter (Mullen & Crowe, 2018). When academic goals are not met, however, some students exhibit academically entitled beliefs (Baer, 2011), which can be frustrating for professors (Boswell, 2012; Greenberger et al., 2008).

Academic Entitlement

Academic entitlement (AE) is the expectation of academic success without putting forth a level of effort to earn that success (Boswell, 2012; Chowning & Campbell, 2009). Students who have AE-related beliefs are more likely to expect grades for missed assignments or absences, express anger regarding assigned grades, as well as have unrealistic expectations of accommodations from teachers (Boswell, 2012; Greenberger et al., 2008).

Greenberger et al. (2008) suggest that AE is separate from other forms of dispositional entitlement and/or narcissism. It appears that AE is environment-specific; meaning that just because individuals are academically entitled does not mean that they are entitled people in general. For example, Baer (2011) suggests that AE may serve as a coping mechanism: “data show that people feel rejected when they perceive that an evaluation of them by others falls

below their own self-perception and self-criteria" (p. 573). Some researchers view burnout to be the direct outcome of the stress workers experience when they feel as though their perceived abilities do not match their job requirements (Brown, 2012).

As graduate students enrolled in counseling programs can experience high levels of stress and pressure during their training (Schwartz-Mette, 2009), we aim to explore through the current study whether academic entitlement is actually related to burnout. For example, if students hold AE-related beliefs, perhaps they are contributing to their own levels of burnout through not putting forth adequate effort to excel in their graduate programs. Furthermore, as requirements will vary depending on the type of graduate program, master's students may experience stress differently than doctoral students. Additionally, as doctoral students typically serve in a supervisory role (CACREP, 2019), they may communicate with faculty members differently than master's students. For example, doctoral students may potentially be more forthcoming about any questions they might have about their responsibilities prior to receiving a grade from their professors. To date, researchers have not yet clearly defined the differences between master's versus doctoral students in how academic entitlement is experienced and/or manifested.

Purpose

The purpose of this study was to examine the relationship between workaholism tendencies, grit, and academic entitlement in predicting burnout for graduate student counselors. No studies have yet examined the relationship between these variables, which could potentially provide valuable information that both faculty and counseling graduate students can utilize to help prevent burnout for this population in particular.

Method

Participants and Procedures

Throughout our study we made sure to follow the appropriate research standards provided by the American Counseling Association (ACA, 2014). First, we received IRB approval for our study. Next, we conducted an a-priori analysis using the G-Power program (Faul et al., 2009). Based on an F-Test with 3 predictors (d = 0.15, a = .05, and power = .80), we found that we needed 77 participants for the study. We used convenience-sampling methods to acquire participants via an email blast to the CESNET (Counselor Education and Supervision Network) and MCA (Mississippi Counseling Association) listservs. We emailed an information letter along with a link to the assessments. In our letter, we described the purpose of the study, how there were no risks to participating, and that it would take about 15 minutes to complete the surveys. Participants could terminate their role in the study at any time and their responses would be anonymous.

We acquired 146 participants from the CESNET (n = 117) and MCA (n = 29) listservs (3.27% response rate overall). Of the 146 participants who initiated the survey, 21 dropped out early (CESNET, n = 15; MCA, n = 6), leaving 85.62% (n = 125) of the original sample. We removed incomplete responses from the data. We also removed responses from students who did not have a paid position, which could include a graduate assistantship and/or other paid work (n = 12), as having paid work is a necessary stipulation for using the work-related burnout subscale of the inventory (Kristensen et al., 2005). This left 113 participants (CESNET, n = 93; MCA, n = 20), all of which were aged 18 and older (M = 33.62; SD = 8.41), with 87.6% (n = 99) being female. In regards to ethnicity, 1.8% (n = 2) reported being Alaskan Native or American Indian, 4.4% (n = 5) were Asian, 11.5% (n = 13) were

Black/African American, 2.7% (*n* = 3) were Hispanic/Latino, 75.2% (*n* = 85) were white, 3.5% (*n* = 4) reported "other", and 0.9% (*n* = 1) preferred not to disclose. Additionally, 32.7% (*n* = 37) were master's students, while 67.3% (*n* = 76) were doctoral students. We defined work habits as how many hours students spend each week on both student coursework and employment. For work habits, 13.3% (*n* = 15) reported working 20 or fewer hours, 22.1% (*n* = 25) worked 21-40 hours, and 64.6% (*n* = 73) worked 40+ hours per week.

Measures

The researchers utilized several instruments for this study, and in the same forms in which they had originally been developed.

Burnout

The investigators used the Copenhagen Burnout Inventory to measure participant burnout. This assessment includes 19 questions with three different subscales: *personal*, *client*, and *work-related burnout*. Participants respond to questions using a "never/almost never", "seldom", "sometimes", "often", or "always" system, with responses recalibrated in increments of 25. Participants can score a minimum of 0 and a maximum of 100 points (Kristensen et al., 2005). Milfont et al. (2008) found Cronbach alpha's ranging from .79-.87 for each subscale, while we found $\alpha = .91$ for the current study.

The purpose of using the work-related burnout subscale is to measure the level of exhaustion a person is experiencing, either mentally or physically, due to their professional obligations. Subscale questions include, "Does your work frustrate you?" The purpose of the personal burnout subscale is to measure an individual's state of psychological or physical depletion. This subscale contains questions such as "How often are you physically

exhausted?" Last, researchers use the third subscale to measure client-related burnout. Questions on this scale include "Do you find it frustrating to work with clients?"

Following the instrument developers' recommendations (Kristensen et al., 2005), we reverse-scored the question, "Do you have enough energy for family and friends during leisure time?" We then averaged the subscale scores and totaled the averages, thus creating an overall burnout score. Participants who score more than 50 are experiencing a high rate of burnout (Chiu et al., 2015).

Workaholism

The Bergen Work Addiction Scale (BWAS, Andreassen, et al., 2012) contains seven items and assesses the likelihood of having workaholism tendencies. Workers can state how much they agree or disagree with responses by using a 5 point likert-type scale, from "1" (*never*) to "5" (*always*). Questions include "You work so much it has negatively influenced your health". Those who score either a "4" or "5" on at least 5 items are considered high-risk for workaholism tendencies. Van Beek et al. (2011) found the BWAS to have good internal consistency reliability (α = .80-.85), while we found similar results (α = .85).

Grit

Duckworth et al. (2007) designed the 12-Item Grit Scale, whereby participants can respond to questions such as "I have overcome setbacks to conquer an important challenge". Responses are coded on a likert-type scale from "5" (*very much like me*) to "1" (*not like me at all*) for half of the questions, and "1" (*very much like me*) to "5" (*not like me at all*) for the other half. After tabulating the responses, we averaged grit scores by dividing the total score by 12. Scores can range from "1" to "5", with "5" being *extremely gritty* and "1" *not having any*

grit. Duckworth et al. (2007) found the Grit Scale to have good internal consistency reliability (α = .85), while we found α = .80.

Academic Entitlement

We used the Academic Entitlement Questionnaire (AEQ; Kopp et al., 2011) for measuring academic entitlement (α = .91; Gates et al., 2015). For the AEQ, participants report perceptions of their college experiences for all 8 items. We created a total AEQ score by summing all 8 scores. Questions include, "It is the professor's responsibility to make it easy for me to succeed". Participants rate questions from "1" to "7", or *strongly disagree* to *strongly agree*. For the current study, we found the AEQ to have fair internal consistency reliability (α = .74).

Data Analysis

We conducted all analyses using SPSS 23 (IBM Corp., 2015), which included pearson correlations, descriptive statistics, and multiple linear regression analyses. We also conducted a Shapiro-Wilk test to verify that the data was normally distributed. We found a p-value of .50, which indicates that the data was normally distributed, with one outlier. For our research questions, we explored the interrelationships among factors of workaholism tendencies, grit, academic entitlement, and burnout. We also aimed to discover the percentage of graduate student counselors who struggle with workaholism tendencies and/or burnout within our sample.

Results

We conducted a multiple linear regression analysis in order to examine whether workaholism, grit, and academic entitlement predict burnout. Using these factors, we were able to successfully predict overall burnout, with $F(3, 109) = 20.13$, $p < .001$., $r = .60$. We

found that about 35.6% of the variance can be attributed to the synthesis of these factors. Regression results are displayed in Table 1.

Table 1

Regression Predicting Burnout

Variable	*b*	*SE*	*t*	*p*
Overall Burnout (Constant)	37.89	10.35	3.66	.000
Grit	-7.26	2.33	-3.11	.002
Acad. Entitlement	0.67	0.20	3.44	.001
Workaholism	7.47	1.42	5.28	.000

Next, we computed correlations between each factor. These results are shown in Table 2.

Table 2

Means, Standard Deviation, and Correlations between Assessed Variables

Variable	1	2	3	4	5	6	7
1. Overall Burnout	--	--	--	--	--	--	--
2. Personal Burnout	.83**	--	--	--	--	--	--
3. Client Burnout	.65**	.21**	--	--	--	--	--
4. Work Burnout	.92**	.75**	.44**	--	--	--	--
5. Workaholism	.45**	.53**	.14	.39**	--	--	--
6. Grit	-.27**	-.14	-.35**	-.18	.05	--	--
7. Academic Entitlement	.39**	.28**	.34**	.32**	-.18	-.17	--
Mean	44.26	56.34	27.84	48.61	3.06	3.79	16.41
SD	14.53	18.58	16.38	18.94	0.80	0.49	5.89

Note. ** $p < .01$.

Additionally, we calculated percentages using the "select cases" feature in SPSS 23 (IBM Corp., 2015). Those who scored an average of 50 or more in each burnout category were considered to be at an elevated risk for burnout in that subscale or overall score (Kristensen et al., 2005). For personal burnout, 60.2% (n = 68) participants scored greater than 50; for work-related burnout, 39.8% (n = 45) of participants scored greater than 50; and for client-related burnout, 8.0% (n = 9) of participants scored greater than 50. For total overall

burnout, 35.4% (*n* = 40) of participants scored greater than 50, indicating that they are at a high risk for burnout.

Students with Workaholism Tendencies

Andreassen et al. (2012) define workaholism as scoring at least a "4" or "5" on a minimum of 4 questions on the BWAS. Using this criteria, we found that 33 out of 113 participants, or 29.2% of the total sample, had workaholism tendencies. Of these participants, 93.9% (*n* = 31) were female. In regards to educational level, 33.3% (*n* = 11) were master's students, while 66.7% (*n* = 22) were doctoral students. For ethnicity, 3.0% (*n* = 1) were Asian, 12.1% (*n* = 4) were Black/African American, 78.8% were White (*n* = 26), 3.0% (*n* = 1) stated their ethnicity was something "other" than the aforementioned choices, and 3.0% (*n* = 1) preferred not to disclose.

We also conducted descriptive analyses on this group of students, with results displayed in Table 3.

Table 3

Minimum, Maximum, Means and Standard Deviation Scores for Students with Workaholism Tendencies (n=33)

Variable	*Min*	*Max*	*Mean*	*SD*
Overall Burnout	21.03	89.09	51.58	14.08
Personal Burnout	16.67	100.00	67.30	18.46
Client Burnout	0.00	83.33	30.18	19.24
Work Burnout	21.43	96.43	57.25	18.42
Grit	2.33	4.50	3.87	0.52
Academic Entitlement	8.00	34.00	17.37	6.76
Workaholism	3.29	5.00	3.98	0.44

Discussion

Graduating with an advanced degree can lead to significant career advantages, such as larger salaries, greater levels of career fulfillment, as well as increased opportunities for upward

mobility (Martin, 2012). Graduate school can be a rigorous process, however, and graduate students are at a particularly high risk of developing mental health concerns as a result (Barreira et al., 2018). Students enrolled in graduate counseling programs have a number of responsibilities to fulfill as part of their training, depending on their program (e.g., master's versus Ph.D.), which can make them particularly prone to burnout (Swartz-Mette, 2009).

We successfully predicted burnout using the aforementioned variables. Of the three, workaholism was the most significant predictor of burnout, followed by academic entitlement, then grit. Researchers have found workaholism tendencies to be directly related to burnout (Schaufeli et al., 2009), so our findings are consistent with those of other studies. To date, no other researchers have investigated the impact of these variables on burnout for graduate counseling students, however, so our results fill an important niche in the literature.

Burnout is a deleterious condition that can be especially problematic for its sufferers. Burnout is characterized by negative affective states such as emotional exhaustion, cynicism, and decreased personal accomplishment (Plessis et al., 2014). Additionally, those who suffer from burnout are more likely to develop mental health disorders such as depression and substance abuse (Maslach & Leiter, 2016) as well as problems in the workplace related to absenteeism and reduced job performance. In the context of graduate counseling programs, faculty may want to be cognizant of how reduced performance on academic tasks such as turning in assignments or doing well on tests, as well as class absences or reduced productivity at their assistantship sites, could be warning signs that their students are struggling with burnout. Faculty may also want to consider how burnout can manifest itself differently for master's versus doctoral students.

We also found that nearly 30% of our sample scored high enough on the Bergen Work Addiction Scale (Andreassen et al., 2012) to be considered workaholics. Furthermore, graduate students who struggle with workaholism tendencies also seem to be struggling with both personal and work-related burnout. We also discovered that graduate student workaholics also scored high on grit but low on academic entitlement. These results indicate that graduate students who struggle with workaholism may need to be closely monitored for signs of burnout by faculty members and supervisors, and that grittier workaholics may not necessarily show their symptoms of burnout through academically-entitled behaviors.

Researchers have found that individuals with workaholism tendencies work excessively and compulsively, with other life realms suffering as a result (Griffiths, 2011; Quinones & Griffiths, 2015). Additionally, these individuals are more likely to experience physical and emotional health problems (Ng et al., 2007). Thus, it is important for faculty and administrators to be able to identify when students are not just working hard towards achieving their academic goals, but also to the extent that other areas of their lives are negatively impacted because of their work habits. Faculty who catch these warning signs early on and are willing to intervene can serve a vital role in their graduate students' mental, emotional, and career development.

We also discovered that over a third of participants are experiencing overall burnout, while nearly 40% are experiencing work-related burnout and 60% are experiencing personal burnout. Personal burnout is characterized by physical and psychological depletion, while work-related burnout is characterized by the exhaustion a person feels as a result of their work specifically. We also found that there was a very small percentage of students who are experiencing client-related burnout. This finding may be due to the level at which graduate students see clients, with some seeing more clients each week than others. Overall, we

find that many of the students in this sample are struggling with burnout in some capacity, which indicates that they will need to develop better coping skills for the sake of their health and well-being.

We also found an inverse relationship between grit and burnout, indicating that grittier graduate students are less likely to struggle with burnout than their less gritty peers. This may be a sign that grittier students are also more resilient, as Mullen and Crowe's (2018) research indicates. Graduate students who have higher levels of grit may also be more likely to have higher grade point averages (Duckworth et al., 2007) as well as continue working on goals despite obstacles encountered (Mullen & Crowe, 2018). Faculty may want to implement grit-enhancing exercises for their students as part of the burnout-prevention process, and with interventions tailored specifically to the needs of master's versus doctoral students.

Although counselor education students are often tasked with conducting therapy sessions as part of their graduate training (Landrum et al., 2012), these individuals are technically students as much as they are counselors in training. Thus, their goal of graduation may be just as important to them as effectively serving their clients. When students fail to meet their academic goals, they can potentially exhibit academically entitled beliefs (Baer, 2011), or beliefs that are characterized by an expectation for high marks despite a lack of effort in earning those marks (Boswell, 2012; Chowning & Campbell, 2009). Through conducting the current study, we found that graduate students who are struggling with burnout are also more likely to hold academically entitled beliefs. It is possible that those who are entitled may feel as though they are working hard to get high marks, but to their professors, their efforts may actually be less than ideal. It may help for professors to provide prompt and specific feedback to students about their deficits, and cater that feedback to the specific needs of the program, master's versus

doctoral, in order to help students become more effective learners. It may also be helpful for professors to consider the natural hierarchy of graduate training, in that doctoral students may be more forthcoming about any questions they may have about their own performance, since they maintain a higher rank in the department than the master's students.

Implications and Recommendations for Future Research

Although we successfully predicted burnout for graduate students enrolled in counseling programs, only 35% of the variance could be attributed to workaholism tendencies, academic entitlement, and grit; thus, it may be helpful for future researchers to explore factors which may contribute to burnout for this particular student population. Specifically, we recommend exploring topics of self-efficacy and social support, and for various stages of student development.

As graduate students enrolled in counselor education programs will need to perform well not only academically but also as therapists, it may be important for counselor educators to consider that some students may: a) lack self-confidence in providing effective counseling services for their clients (Landrum et al., 2012), b) lack confidence in their abilities to perform academically at the graduate level, or c) lack confidence in both of these areas. Furthermore, the specific factors that influence a student to experience self-efficacy issues may depend on the level of his/her training experience. Beginning master's students, for example, may struggle with refining their basic counseling skills, while doctoral students, who will have already had practicum and internship experiences that included counseling clients, may lack confidence in being able to provide strong clinical supervision and/or instruction to master's student counselors. Being able to explore self-efficacy and its relation to burnout and stage of student development may shed light on the burnout issue.

We also recommend exploring burnout and its relationship to both the type and quality of social support that graduate students receive. By its very nature, supervision is a form of educational support for counseling students, as supervisors not only provide instruction for students in how to effectively navigate client circumstances; they are also able to provide emotional support and encouragement for students when they are feeling overwhelmed by their responsibilities as students and as beginning therapists. Professors may provide this supervision of course, but so, too, can supervisors in practicum and internship settings. Additionally, social support may also be provided by friends, relatives, and classmates. If students are feeling supported in their graduate school journey, it would make sense that these feelings of support may help help students manage burnout in some capacity; hence why it would be fruitful to explore this topic in future studies.

Knowing that workaholism, burnout, grit, and academic entitlement are all constructs that researchers can measure and at no cost, we encourage counselor education faculty and staff to consider offering workshops in these areas for students and faculty alike. Specifically, faculty and staff could have their students complete the same instruments that were used in the current study, then provide feedback to their students about what their scores mean for maintaining work-life balance. This discussion may include exposing students to the signs and symptoms of burnout, the definition of workaholism, and the specific approaches faculty members and supervisors can use to help students who are struggling with workaholism and/or burnout. If students are able to recognize these symptoms before they become difficult to manage, as well as realize that it is okay to talk about their concerns with a trusted supervisor or faculty member, then these discussions may help students consider the importance of preventing burnout and/or workaholism tendencies before symptoms begin.

It may also be advantageous for faculty to clearly explain the expectations they have for students in advance, prior to when students arrive on campus. This could be done through discussing faculty expectations during the interview process, where professors can emphasize the amount of time and dedication students may need to spend on their respective programs, as well as what resources are available to students should they begin to feel stressed, overwhelmed, and/or burned out. Additionally, many graduate programs have a handbook that students can access, which provides a clear picture as to what the expectations are of a given program. Closely examining this handbook may help students consider the amount of time they are willing to invest in graduate training before making a commitment. Furthermore, having current graduate students who are willing to speak with prospective students about the rigors of the program may also help applicants prepare for graduate training in advance, including developing a plan for work-life balance based on current student perspectives.

We recommend conducting future research studies that include interventions related to the treatment and prevention of workaholism and burnout, especially for those related to graduate counseling students. As we have learned from previous research (Schwartz-Mette, 2009), graduate students enrolled in counseling programs are at a particularly high risk for developing symptoms of burnout, thus it is critical for faculty and administrators of counseling programs to help prevent burnout for their students. Additionally, we encourage faculty and administrators to evaluate the intensity and stress-inducing components in counselor education programs to determine their true value in developing wise, compassionate, accomplished, personally integrated and healthy counselors.

Limitations

There are several limitations to this study. First, the majority of participants identified as white and female, which limits the generalizability of our findings to participants from other ethnic backgrounds. Second, there were significantly more doctoral students versus master's students in this sample. As master's students and doctoral students typically have different types of responsibilities within their respective programs, it is important for the reader to draw conservative conclusions about our results. Third, there was a high rate of drop out from the study (14.4%). Having a shorter set of questions may have reduced participant drop out. Last, in order to keep the survey at a length that was not too overwhelming for the participants, we did not include items related to coping strategies. These variables would have been helpful to explore and may have reduced the amount of variance we found.

Conclusion

Graduate students who are experiencing burnout face problematic mental and physical health circumstances. We successfully predicted burnout for graduate students using factors of workaholism tendencies, academic entitlement, and grit. We believe the results of our study provide important information for counseling students, faculty, and administrators to consider in helping prevent burnout for this student population in particular.

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