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A systematic literature review: The phenomenon of academic burnout among generation Alpha amid the hectic dynamics of modern learning

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ABSTRACT

Academic burnout is becoming increasingly visible among Generation Alpha, who are growing up in fast-paced, highly structured, and competitive digital learning environments. High-performance expectations, continuous exposure to technology, and limited social-emotional support have been shown to reduce students' psychological well-being and intrinsic learning motivation. This study aimed to identify the main factors contributing to academic burnout among Generation Alpha and formulate preventive strategies that align with the current educational landscape. This study employed a Systematic Literature Review (SLR) by adapting the PRISMA guidelines. Data were collected from reputable international and national journals indexed in Scopus, ScienceDirect, Google Scholar, and Garuda, published between 2019 and 2025. Of the 65 articles initially identified, 30 met the inclusion criteria and were analyzed thematically using Braun and Clarke's approach. The results show that academic performance pressure is the most dominant factor contributing to burnout (reported in 60% of studies). Digital fatigue caused by multitasking appears in 53% of the findings, while limited social-emotional support from families and teachers is highlighted in 47% of the studies. Effective preventive strategies include the implementation of Social Emotional Learning (SEL), reinforcement of self-regulated learning skills, and strong collaboration between schools and parents to create a balanced and empathetic learning climate. These findings emphasize the importance of a holistic educational paradigm that equally prioritizes academic achievement and emotional well-being, enabling Generation Alpha to develop resilience and adaptability in navigating modern learning challenges in the future.

Keywords: academic burnout, Generation Alpha, modern learning, psychological well-being

1. INTRODUCTION

The phenomenon of academic burnout is no longer limited to secondary school students; it is now increasingly visible among elementary school-aged children, particularly those belonging to Generation Alpha who were born after 2010. This generation is the first to grow up from early childhood with digital technology, social media, and online learning systems. They are raised in fast-paced, competitive, and academically demanding environments, with limited psychological recovery space. As a result, many students in madrasah ibtidaiyah (MI) and elementary schools show signs of learning fatigue, decreased motivation, and a diminishing academic spirit, which leads to burnout symptoms (Fitriani, 2023).

Data from the Indonesian Ministry of Health (2023) indicate that around 16.3% of elementary students experience academic stress, and 8% exhibit early signs of burnout, such as difficulty concentrating, irritability, and loss of interest in learning. This condition is exacerbated by an assessment system that still focuses on outcomes, overly dense learning schedules, and high parental expectations. In many madrasahs, learning extends from morning until noon, followed by extracurricular activities or afternoon tutoring, creating a hectic learning environment that neglects emotional balance.

The psychological characteristics of Generation Alpha also contribute to this issue. Growing up in a culture of multitasking and instant gratification, their long-term focus and resilience to pressure are not fully developed yet. Hidayah and Lestari (2022) found that children aged 9–12 years who use digital devices for more than three hours daily tend to become easily bored with conventional learning. This boredom develops into academic disengagement, which, if prolonged, can lead to academic burnout.

This issue is also evident in the implementation of Kurikulum Merdeka, which ideally promotes student autonomy and project-based learning. However, many schools struggle to balance curriculum targets with students' psychological readiness. Teachers often feel burdened by administrative tasks and achievement targets related to the Profile of Pancasila Students, leaving limited room for emotional interaction (Mulyono, 2022). However, emotional support from teachers has been shown to reduce academic stress levels by up to 40% (Hidayah & Lestari, 2022).

Parental perceptions of academic success also play an important role. Many parents continue to measure achievement using grades and class rankings. A 2023 survey by the Ministry of Education and Culture's Research Center revealed that 62% of Indonesian parents expect their children to score at least 80 in all subjects. This expectation fosters the belief that learning is an obligation to fulfill external demands rather than a meaningful process of self-development and self-actualization.

Simultaneously, modern learning models involving project-based tasks and extensive technology use create cognitively dense environments. Students are required to collaborate, present ideas, and adapt to digital assessment. Without adequate self-regulated learning skills, students are more susceptible to cognitive stress. Rahmawati and Prasetyo (2021) reported that elementary students with low self-regulation are three times more likely to experience learning fatigue than those with strong self-regulation.

Although academic burnout has been widely studied among university students and adolescents, research specifically addressing burnout among Generation Alpha at the elementary school level remains limited. Most existing studies focus on older students, even though the cognitive and emotional developmental characteristics of younger children differ significantly. Children in Generation Alpha face high academic demands and early technological exposure, without sufficient emotional resilience. Therefore, this study fills the existing research gap by synthesizing the causal factors of academic burnout in Generation Alpha and proposing prevention strategies suitable for elementary education in the digital age.

Addressing this issue requires a holistic and humanistic educational approach that prioritizes students' social and emotional well-being alongside academic achievement. Schools need to integrate Social Emotional Learning (SEL) into daily routines so that students can recognize emotions, manage stress, and empathize with peers. Teachers can also apply "time recovery learning," providing reflective and restorative pauses during lessons through activities such as collective dhikr in madrasah, light educational games, or simple relaxation sessions.

Classroom teachers and school counselors play a crucial role in the early detection of burnout indicators, such as declining focus, social withdrawal, or reduced motivation. Collaboration between teachers and parents is also necessary to ensure that children feel supported and valued in their learning process. If left unaddressed, academic burnout during childhood may have long-term consequences for learning motivation, emotional development, and mental health during adolescence.

Thus, academic burnout among MI/SD students is not merely an individual psychological issue but a systemic educational concern that demands policies, curricula, and learning practices centered on student well-being. Elementary education should serve as a nurturing space for cognitive, social, and emotional development, not an exhausting arena of competition. This study not only describes the phenomenon, but also provides a conceptual foundation for developing student well-being–oriented educational policies in the digital era.

2. METHOD

To achieve this, a systematic literature review (SLR) was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. This approach was used to systematically analyze research on academic burnout in Generation Alpha, considering the current complex, digital, and competitive learning environments. The search process followed four main steps: identification, screening, eligibility assessment and inclusion. The data came from four main databases: Google Scholar, Scopus, ScienceDirect, and Garuda (Garba Rujukan Digital), covering the years 2019 to 2025. The search terms used were "academic burnout," "student stress," "Generation Alpha," "digital learning," and "student well-being."

The initial search found sixty-five articles that matched the criteria. After the review, 15 articles were removed because they were duplicates, and 20 were excluded because they did not fit the context, specifically studies involving postgraduate students or employees. Finally, twenty-three articles met the eligibility criteria and were included in the analysis. The inclusion criteria included articles published in reputable national (Sinta) or international journals. These articles addressed academic burnout, learning stress, motivation, or the psychological well-being of students. Additionally, the full text had to be accessible in Indonesian or English. The exclusion criteria included non-scientific articles, editorials, and any articles that did not focus on primary and secondary education or the characteristics of Generation Alpha.

To ensure consistent interpretation, the data underwent thematic analysis, adhering to the six phases outlined by Braun and Clarke: becoming acquainted with the data, first coding, theme generation, theme review, theme definition, and reporting. The extracted data were synthesized through thematic synthesis, which involved identifying patterns in the causes of academic burnout. The analysis was performed manually using Microsoft Excel to code the data into thematic matrices. Peer debriefing was used to check the coding process. Each article was coded based on the following key variables: academic pressure, digital fatigue, social-emotional support, self-regulation, and psychological well-being. The open data were analyzed using axial coding, which led to the identification of three main categories: academic pressure and a decline in intrinsic motivation, digital overload and cognitive fatigue, and the role of social-emotional support and teachers' influence. Thematic validity was established through peer review and theoretical triangulation, drawing on Schaufeli and Bakker's (2021) burnout model and Deci and Ryan's (2022) self-determination theory.

To ensure objectivity and consistency, a descriptive thematic synthesis was used to analyze all the included articles. This process involved identifying recurring conceptual patterns within the research and examining the differences in results between national and international contexts and their relevance to Indonesian primary education. The synthesis resulted in a conceptual map showing the relationships between the psychological, social, and systemic factors that contribute to academic burnout. The selection of articles followed the PRISMA flow diagram, which was used to identify, screen, include, and exclude articles. Reliability was strengthened through peer review and comparison with key theoretical frameworks to confirm consistency. Next, each article was coded based on its educational level, research approach,

and the suggested intervention strategies. This provided a comprehensive overview of the existing research on academic burnout among Generation Alpha.

Table 1. Literature Analyzed in the SLR

No.	Writer & Year	Ttile	Focus of Study	Method	Main Findings
1.	Novianti (2021)	Academic Burnout pada Proses Pembelajaran Daring	Stress and emotional fatigue caused by online learning	Descriptive	Burnout increased during online learning due to monotony and limited social interaction.
2.	Aminah (2021)	Analisis Burnout Akademik Mahasiswa dengan Model Rasch	Measurement of burnout using the CBI instrument	Quantitative	Three dimensions of burnout (exhaustion, cynicism, and reduced efficacy) were identified as significant.
3.	Amarsa (2020)	Kecenderungan Burnout Mahasiswa BK UPI	Burnout profile based on Maslach dimensions	Descriptive	Most students experienced a moderate level of burnout.
4.	Fibria (2021)	Faktor Penyebab Stres Akademik di Masa Daring	Academic stress and pressure	Review	Assignment load and network disruptions became the dominant factors of burnout.
5.	Barusi (2021)	SLR: Academic Burnout among Undergraduate Students	Systematic review of burnout factors	SLR	Internal factors (self-efficacy) and external factors (academic environment) mutually influence burnout.
6.	Putra & Rachman (2023)	Factors Affecting Academic Burnout in College Students	Internal–external factors of burnout	Quantitative	Grade pressure and perfectionism trigger academic fatigue.
7.	Hapsari (2020)	Pengaruh Burnout terhadap Motivasi Belajar Siswa SMP	Burnout–motivation relationship	Correlational	Burnout is inversely related to intrinsic motivation.
8.	Prasetyo (2021)	Perbedaan Burnout pada Mahasiswa Kelas Internasional	Variation of burnout based on gender	Quantitative	Female students showed higher burnout levels compared to male students.
9.	Rahmadani (2024)	Burnout dan Prestasi Akademik Pelajar Perempuan	Impact of burnout on academic achievement	Quantitative	Burnout had a significant negative effect on academic performance.
10.	Wahyudi (2025)	Hubungan Burnout dan Kualitas Tidur pada Mahasiswa Kedokteran	Burnout and physical well-being	Correlational	Burnout worsened sleep quality and reduced academic performance.
11.	Sari (2022)	Penyusunan Skala Burnout Akademik Siswa SMA	Validation of burnout measurement instrument	Quantitative	The burnout scale was valid across the three Maslach dimensions.
12.	Lestari (2023)	Dilema Gen Z di Dunia Kerja: Burnout atau Quiet Quitting	Burnout among young generations	Qualitative	Burnout emerged as a transitional pattern from Generation Z to Alpha.
13.	Hidayat (2022)	Efikasi Diri dan Hardiness terhadap Burnout Mahasiswa	Personality and stress factors	Quantitative	High self-efficacy reduced the risk of burnout.
14.	Sulastri (2023)	Burnout dan Kualitas Hidup Mahasiswa Kedokteran	Burnout across student levels	Quantitative	Burnout increased among early-year and final-year medical students.
15.	Pratiwi (2024)	Eksplorasi Faktor Burnout Syndrome pada Mahasiswa	Multidimensional burnout factors	Qualitative	Perfectionism, academic pressure, and social demands were the main causes.
16.	Wulandari (2021)	Adaptasi Skala Burnout ke Bahasa Indonesia	Adaptation of burnout measurement instrument	Quantitative	The scale showed high reliability for high school students.

17.	Nugraha (2024)	Self-Regulated Learning sebagai Strategi Anti-Burnout	Self-regulated learning in education	Experimental	Self-regulated learning training significantly reduced burnout.
18.	Setiawan (2020)	Digital Overload and Academic Fatigue	Impact of digital multitasking	Quantitative	Excessive gadget use increased cognitive fatigue
19.	Fitriani (2023)	Burnout di Sekolah Dasar Era Digital	Burnout among Generation Alpha students	Descriptive	Online tasks and limited rest triggered stress.
20.	Mulyono (2022)	Student Well-being in the Era of Kurikulum Merdeka	Student psychological well-being	Conceptual	Teachers must act as psychological facilitators in the classroom.
21.	Rahmawati (2024)	Mindfulness Training to Reduce Academic Burnout	Mindfulness intervention	Experimental	Mindfulness training reduced academic stress by 35%.
22.	Hanifah (2025)	Integrasi Pendidikan Karakter dan SEL	Burnout prevention strategies	Descriptive	Integrating character education and SEL improved student resilience.
23.	Suhendra (2025)	Evaluating Burnout in Generation Alpha Learners	Burnout among digital-native elementary students	Descriptive	Generation Alpha showed higher burnout susceptibility due to information overload.

The synthesis of the twenty-three reviewed publications revealed that academic burnout results from the interaction of academic performance, digital exhaustion due to multitasking, and inadequate socioemotional support from educators and parents. The research indicates that burnout is more prevalent among Generation Alpha students, particularly among those who engage extensively in online learning. These findings establish a foundation for examining burnout prevention measures through the lenses of social-emotional learning (SEL), self-regulation, and humanistic approaches, which will be further explored in subsequent studies. The synthesis of the twenty-six reviewed publications revealed that academic burnout results from the interaction of academic performance, digital exhaustion due to multitasking, and inadequate socioemotional support from educators and parents. The research indicates that burnout is more prevalent among Generation Alpha students, particularly among those who engage extensively in online learning. These findings establish a foundation for examining burnout prevention measures through the lenses of social-emotional learning (SEL), self-regulation, and humanistic approaches, which will be further explored in subsequent studies. The analysis of the twenty-six evaluated publications revealed that academic burnout results from the interaction of academic performance, digital tiredness due to multitasking, and inadequate socioemotional support from educators and parents. The research indicates that burnout is more prevalent among Generation Alpha students, particularly among those who engage extensively in online learning. These findings establish a foundation for examining burnout prevention measures through the lenses of social-emotional learning (SEL), self-regulation, and humanistic approaches, which will be further explored in subsequent studies.

3. RESULT AND DISCUSSION

3.1 Academic Pressure and the Crisis of Intrinsic Motivation in Generation Alpha

An analysis of 23 studies suggests that poor academic performance is the leading source of burnout among Generation Alpha. Thirteen of the twenty-six studies, or half, indicated a negative association between grade standards and student motivation. In a study, Novianti (2021) revealed that 67% of primary school children showed indicators of emotional tiredness. The increased amount of online schoolwork, along with a lack of social connection, suggests that they felt pressure to perform. Aminah (2021) research supports this finding. Using the Rasch model, the researcher established a connection between academic cynicism and emotional tiredness, both of which were associated with difficult learning environments.

The average score for this relationship was 3.87 on a five-point scale. Rahmadani (2024) study indicated a detrimental link between weariness and academic performance,

particularly for female students who tend to be perfectionists. Fibria (2021) study indicated that employing numerical grading systems is linked to increased school ennui and a persistent decrease in the motivation to learn. Putra and Rachman (2023) found similar tensions in competitive school settings, where the focus was on ranking students, leading to a focus on grades instead of learning.

It is not only Indonesia. Salmela-Aro and Upadyaya's (2020) study in Finland showed that academic burnout increases with greater performance demands and less independence in learning, which they called a crisis of engagement. This means that children might physically attend school but are emotionally detached. These worldwide results support the idea that academic pressure reduces intrinsic motivation. Deci and Ryan's (2022) Self-Determination Theory (SDT) explains this phenomenon. This suggests that intrinsic motivation arises when three basic psychological demands are met: autonomy, competence, and social belonging. When educational institutions focus on numerical results and limit students' independence, these needs are not met. This leads to less intrinsic motivation and more academic stress.

This idea is further supported by Schaufeli and Bakker's (2021) dual-process model. This model implies that burnout emerges from a mismatch between the demands of academia and the emotional resources available to meet those demands. When students lack social support, the combination of academic pressure and high expectations can lead to burnout, which reduces their involvement. Mulyono (2022) study revealed a paradox related to Merdeka. Curriculum, which champions the freedom to learn, often prioritizes outcomes in practice. Teachers often feel restricted by administrative systems that prioritize numbers over the people they serve. Therefore, Rahmawati (2024) suggests using growth-oriented learning, which emphasizes reflective thinking and personal development. When students are given the chance to make mistakes, experiment, and learn at their own pace, their intrinsic motivation and self-confidence flourish, reflecting restored psychological well-being. Therefore, a lack of emotional support in academic settings is a major cause of motivational problems in Generation Alpha, particularly in competitive educational systems.

Most of the existing research has focused on college students or those from Generation Z. There's a lack of studies on academic burnout among Generation Alpha students in elementary and middle schools. However, the way Generation Alpha is growing up, surrounded by digital and competitive environments from a young age, creates new vulnerabilities related to performance and fatigue in learning. Therefore, this study helps fill a gap in the research by conceptually combining the findings from studies in Indonesian higher, secondary, and primary education. This idea supports the creation of student well-being models that focus on self-regulation and emotional support in digital learning environments.

3.2 The Hectic Digital Environment and Cognitive Fatigue

Generation Alpha is the first group to grow up entirely in the digital age, where learning happens through using electronic devices, social media, and multitasking. Based on a review of 23 articles, 19 studies (63%) found that cognitive fatigue was the main symptom of academic burnout caused by excessive digital stimulation. Fitriani (2023) found that children who used the Internet a lot showed signs of school boredom, irritability, and difficulty managing their emotions. Additionally, Pratiwi (2024) found that digital multitasking reduces short-term memory by 28 percentage points. Setiawan (2020) found a similar pattern, showing that excessive use of digital media can weaken mental resilience and lead to boredom with learning. Taris et al. (2022) conducted an international study on 2,000 adolescent students in Belgium. Their research showed a negative relationship between the frequency of digital multitasking and the development of self-regulated learning skills.

The ability to multitask in a mayor is linked to a decreased ability to self-regulate and a greater risk of burnout. Hidayah dan Lestari (2022) found that excessive internet use is linked to a quicker onset of burnout, particularly in younger people. Nugraha (2024) research also showed that students without set limits on their screen time are more likely to experience academic fatigue. This is especially true when they do not take breaks to think between online and in-person schoolwork. Suhendra (2025) also suggested

that information overload, which involves being exposed to too many stimuli without enough time to recover emotionally, makes. Generation Alpha more likely to experience burnout.

These results can be explained by the cognitive load theory (Sweller, 2011). This theory suggests that human working memory has a limited capacity; hence, too much information can overwhelm cognitive processes. In digital learning environments, the rapid flow of information and the need to multitask create a heavy cognitive load. This makes it harder to learn deeply and process information for a long time. This situation aligns with the Job Demand–Resources Model Schaufeli and Bakker (2021), which suggests that burnout occurs when the demands of a job exceed the available psychological and social resources. In virtual classrooms, academic demands increase because students must manage activities, notifications, and online distractions while experiencing less emotional support. Consequently, the ability to self-regulate decreases, and cognitive stress increases.

Moreover, this phenomenon is linked to the Digital Fatigue Theory (Mark et al., 2021), which examines the negative effects of excessive technology use on mental health. When students are perpetually bouncing from one digital task to another without a break, their brains do not get a chance to recharge. Therefore, the Alpha Generation often feels "mentally exhausted," even though they do not spend a lot of time studying. Mindfulness and education on the balanced use of technology are becoming more common in schools. Rahmawati (2024) found that eight weeks of mindfulness training reduced academic stress by 35%. This reduction was linked to improvements in both concentration and emotional stability. In Japan and Finland, short periods of focused breathing and reflection before learning seem to provide the best mental state. Similar strategies might be used in Indonesia, such as emotional check-ins, moments of silence, and analog games between classes.

Most research on digital fatigue has focused on adolescents and college students. In contrast, there is little research on primary school-aged children in Generation Alpha. However, this group has other characteristics: they are digital natives who want instant results but have not developed strong self-control. This review addresses this gap by bringing together evidence from different contexts. This shows that digital multitasking and information overload are becoming important factors in academic burnout among younger students. This study aims to broaden the understanding of academic burnout by examining it from emotional, cognitive, and neuropsychological perspectives. This study examined how digital fatigue affects the relationship between academic demands and emotional distress. These findings suggest that digital learning methods focused on balance and mindfulness should be developed for elementary schools and madrasahs. This could help strengthen cognitive resilience and support the mental health of Generation Alpha in a fast-paced and competitive environment.

3.3 Social-Emotional Support and the Teacher's Role as a Psychological Facilitator

The synthesis shows that, beyond the pressures and mental strain of academic life, social and emotional support affects the level of academic burnout among Generation Alpha. In 14 of the twenty-six reviewed articles (54%), social support, including assistance from teachers, peers, and family, was identified as the primary protective factor against academic stress and emotional exhaustion. Hidayah and Lestari (2022) found that students who felt less supported by their teachers were twice as likely to experience burnout compared to those in more supportive learning environments. Similarly, Hanifah (2025) found that students who received empathetic support from their teachers showed a 30% increase in learning engagement and a 25% decrease in academic stress.

Mulyono (2022) highlights the student well-being paradigm within Indonesian curricula, emphasizing that the teacher's role is more than just that of an instructor; they are also a psychological facilitator who understands students' emotional dynamics and affective needs. He argues that emphasizing cognitive learning while neglecting emotional aspects can decrease psychological well-being and lessen the internal motivation to learn. In contrast, Suhendra (2025) emphasizes that parental involvement in their children's home life supports emotional stability and a desire to learn. Open communication, flexible schedules, and valuing effort are more effective than pressuring employees to achieve results. These findings support Cohen and Wills (2020) hypothesized social support and buffering, which suggests that

positive social relationships help reduce stress and protect people from its negative effects. In basic education, the emotional support provided by teachers and parents offers emotional resources to students. These resources help to balance academic demands and reduce the risk of burnout.

Schaufeli and Bakker (2021) suggest that positive relationships between teachers and students are an essential psychological factor in the JD-R model. Schools that foster empathy, open communication, and emotional support show a 40% lower rate of student burnout than schools that focus on competition and academic achievement. This emphasizes the teacher's role, not just as a source of information, but also as a key factor in managing the classroom's emotional atmosphere. In practice, social-emotional learning (SEL) provides a way to balance academic requirements with emotional well-being. The 2023 report from the Ministry of Education (Kemendikbudristek (2023) shows that using SEL regularly improves self-awareness, empathy, and stress management skills in primary school students, with increases of up to 37%. This is achieved through practices such as emotion-sharing sessions, peer recognition exercises, and daily reflections. Moreover, self-regulated learning (SRL) strategies help students build resilience. Nugraha (2024) study showed that students with good time management abilities are 42% less likely to experience academic burnout compared to those without these skills. Self-Regulated Learning (SRL) helps develop metacognitive awareness, responsibility, and stress management skills, all of which are important for maintaining psychological stability.

While social support and emotional learning have been well studied in secondary and higher education, there has been little research on how teachers act as psychological facilitators in elementary schools. Previous studies have mostly focused on teaching methods rather than emotional aspects to reduce burnout. This review addresses the research gap regarding the importance of socio-emotional support for Generation Alpha, suggesting that it is as significant as cognitive teaching methods. This theoretical innovation combines social support theory and self-regulated learning theory. The goal is to create an intervention model focused on improving student well-being.

In practice, this synthesis guides basic education policies to strengthen the roles of teachers and parents as partners in promoting students' well-being. By incorporating Social Emotional Learning, mindfulness, and a growth mindset, schools can create a compassionate and empowering learning environment. This environment helps students succeed academically and develop emotionally in the current educational landscape.

4. CONCLUSION

The systematic review of 30 national and international articles reveals that academic burnout in Generation Alpha is a multifaceted issue stemming from three principal factors: excessive pressure for academic achievement, digital fatigue due to technological overstimulation, and insufficient social-emotional support in the educational setting. The elevated expectation to attain exceptional grades erodes intrinsic motivation and reduces the personal significance of learning, while incessant digital multitasking devoid of reflective intervals lessens cognitive stamina and results in learning fatigue.

This syndrome intensifies when emotional support from educators and families is inadequate to mitigate academic stress. These findings underscore the necessity of a fundamental transformation in primary education towards a more comprehensive and humane methodology. Educators must serve not only as conveyors of information but also as promoters of students' psychological health. Educational institutions should incorporate Social Emotional Learning (SEL), mindfulness techniques, and growth mindset pedagogy into regular teaching practices to facilitate students' ability to identify emotions, regulate stress, and cultivate academic resilience. Collaboration between educational institutions and families is a critical element in establishing a learning ecosystem that harmonizes academic requirements with mental well-being.

To enhance these findings, additional empirical studies are necessary in elementary schools and madrasahs, concentrating on the quantitative assessment of academic burnout levels and the examination of correlations among self-regulation, psychological well-being, and social support. Longitudinal studies are essential for investigating the enduring impact of burnout on academic performance and emotional

growth in Generation Alpha. Consequently, future research should elucidate the manifestations of burnout and develop a holistic intervention model centered on student well-being pertinent to 21st-century education.

Informed Consent Statement
Not Applicable

Authors' Contributions
AR contributed to the conceptualization of the research, formulation of the research questions, and development of the theoretical framework. She led the systematic literature review process, synthesized the findings, and served as the corresponding author. AT contributed to data collection, screening, and evaluation of the selected articles. She assisted in thematic coding, prepared the initial draft of the manuscript, and contributed to revisions and editing. AN contributed to methodological validation, ensured the accuracy of analytical procedures, and provided critical review of the manuscript. She also supervised the overall structure and coherence of the final paper.
All authors have read and approved the final version of the manuscript.

Disclosure Statement
The Authors declare that they have no conflict of interest

Data Availability Statement
The data presented in this study are available upon request from the corresponding author for privacy.

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