

Exploring Relationships Between School Burnout, Preference for Solitude, and Online Social Support in High school Students in India

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Abstract

Adolescence is marked by academic stress and social change, often resulting in school burnout—characterized by exhaustion, cynicism, and inadequacy. Solitude is sometimes used as a coping mechanism, while online social support may provide relief but also risks increased stress. This study examines the role of online social support in moderating the relationship between school burnout and preference for solitude among Indian high school students. A quantitative survey was conducted with 516 students (grades 9–12). Participants completed the School Burnout Inventory, Preference for Solitude Scale, and Online Social Support Scale. Data were analyzed using correlation, regression, and moderation analyses in JAMOVI. The study hypothesizes that school burnout is related to and can predict preference for solitude, and that online social support moderates this relationship. School burnout has significantly low negative correlation with preference for solitude. Online social support does not moderate this relationship. Findings suggest students experiencing burnout may avoid solitude, while online social support, though not commonly used as a coping mechanism, may heighten stress with excessive use.

Index Terms

Burnout, School, Solitude, Students, Support