Burnout in college students is a concerning issue due to the various demands of college life and the probable adverse impact on their learning as well as on their well-being. Past research has focused upon examining various aspects of students’ lives, such as academic studies and achievement, and has identified factors, including workload and personality, which correlated with college student burnout (Weckwerth & Flynn, 2006; Jacobs & Dodd, 2003; Hardy & Dodd, 1998). In one such study, Dahlin and colleagues (2007) focused on burnout among medical students and pointed out that performance-based self-esteem correlated with student burnout; that is, to feel self-worth, students feel compelled to achieve extraordinary accomplishments. Their compulsion inevitably leads to a certain degree of exhaustion and disengagement. However, beyond the academic factors, college students areas an important source of the potential force needed for volunteer workers, and the issue of burnout in college student volunteers is less explored. The current study, therefore, attempted to examine both individual factors and group factors correlating with burnout among college student volunteers.

With enthusiasm, college student volunteers eagerly devote their time and skills to benefit those receiving their services, and students, in
return, also benefit from the voluntary process. In addition to the emotional pay-off, student volunteers also obtain new skills which will enhance their resumes and put them into an advantaged position in their future job-searching. Most important of all, with positive voluntary experience, they will likely continue to their voluntary work to do the same deeds in the future. Nevertheless, involving oneself in voluntary work means to taking time away from studying, hourly-paid work or other activities. How to manage the various requirements and to achieve balance among the many demands upon oneself is a challenge students have to face and resolve. In a study conducted by Jacob and Dodd (2003), it revealed that the actual workload has less to do with burnout; it is an individual’s subjective perception of workload that counts. This finding signifies the importance of personal perception projections about one’s the reality and one’s individual’s-abilities to deal with the various demands of study, work and life in general. Among the numerous abilities, Emotional intelligence, is an important construct among psychological, educational and management researchers one of abilities is merited to take into account (Law, Wong, & Song, 2004; Wong & Law, 2002). Emotional intelligence is defined as a set of the abilities which can help people a person to understand and, regulates their his/her emotions or feeling, and use their emotions to directs their activity in positive and productive channels directions. Emotional intelligence is an important variable related to job performance, and life satisfaction, among others (Law, Wong, & Song, 2004). Presumably, students who are aware of their emotions can use that awareness to apply constructive
strategies to reduce the tension and stress caused by will adjust well that can help to reduce the tension of burnout while facing a demanding situations. Therefore, we predict propose that students’ subjective perception of workload will correlate with burnout among college student volunteers; furthermore, emotional intelligence will moderate the above relationship.

Furthermore, when volunteering with peers, students’ perceptions regarding their work or other related issues will likely converge within virtue of the peer consensus (Weckwerth & Flynn, 2006). Their sharing of perceptions which permeates among the group and will create a group emotional climate emerges which in turn will exerts a profound effect impact on the attitudes and behaviors of individual members of the group members’ attitudes and behaviors (Schneider, Bowen, Ehrhart, & Holcombe, 2000). Studies have demonstrated the impact of group climate on group members’ attitudes and behaviors, such as service climate correlated with service attitude as well as service quality (Liao & Chuang, 2004; Schneider, White, & Paul, 1998). The positive group climate is likely to boost the morale and propagate enthusiastic attitudes among members of the group.