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## Research Article

### Factors Affecting Academic Burnout Among Nursing Students

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#### Abstract

**Aims:** Students undergoing lectures will be faced with various demands and pressures in the academic field. Demands and pressures that cannot be overcome can cause students to be vulnerable to academic burnout which will have an impact on academic success. Academic self-efficacy, academic engagement, and social support are all factors that can help students avoid academic burnout. The purpose of this study was to see how academic self-efficacy, academic engagement, and social support affected academic burnout in nursing students.

**Methods:** The nursing students at STIKes Sukabumi participated in a Cross Sectional Study for this research. 310 nursing students were selected at random using stratified sampling for this study. The data collection tools using questionnaires. The instruments used are the Maslach Burnout Inventory-Student Survey (MBI-SS), Academic Engagement Scale (AES), multidimensional scale of perceived social support (MSPSS) and College Academic Self-Efficacy Scale (CASES). Statistical analysis uses multiple linear regression

**Results:** The results of this study show that academic self-efficacy affects academic burnout ( $b=-1,736$ ,  $p=0,000$ ), academic engagement affects academic burnout ( $b=-1,043$ ,  $p=0,000$ ), social support can affect academic burnout ( $b=-1,021$ ,  $p=0,000$ )

**Conclusions:** Academic self-efficacy, academic engagement, Social support, has an influence on academic burnout.

#### Keywords:

**Academic burnout, academic engagement, academic self-efficacy, social support**

## INTRODUCTION

Studying nursing presents a variety of challenges that will better prepare students for the realities of the workplace. During their education, students are required to carry out various lecture processes and complete academic tasks (1). The high demands on students put them in a stressful position and have a bad impact such as academic stress (2,3).

Nursing students have significantly higher levels of stress than other college students

such as anxiety and sleep disorders (4,5). Stress that is felt continuously and is chronic in nature can cause academic burnout (3,6). Academic burnout is an advanced phase of academic stress in students which is characterized by fatigue, laziness in doing assignments and feeling negative for yourself.

Academic burnout, according to Schaufeli, is defined as feeling tired from the demands of study, having a cynical attitude toward lecture assignments, and feeling incompetent as a student (7). Academic

burnout has an impact on the academic success and personal life of students (8). Academic burnout makes students not interested in academic activities, not doing assignments and not being present during lectures (9). In addition, academic burnout has a significant impact on students' mental health and academic achievement (10).

Academic burnout is relatively common among nursing students across the board. The results of research conducted on nursing students in Europe showed that the incidence of burnout among students in Europe was quite high, where as many as 1702 nursing students in Sweden experienced burnout, which was marked by high academic burnout (11). This is similar with research conducted by (12) where 156 nursing students at Jendral Sudirman University Purwokerto experienced burnout from mild levels of 42.9%, moderate 56.4% and severe as much as 0.6%.

Many factors influence student academic burnout including social support (10), academic self-efficacy and academic engagement (13,14). Academic self-efficacy, academic engagement and social support are very important in overcoming the occurrence of academic burnout for students (15). Social support is an external factor that can affect academic burnout (16). Academic self-efficacy is one of the protective factors that can protect individuals from experiencing academic burnout, especially for students (17). Academic engagement is the active involvement of students' time and effort in academic activities (18).

## METHODS

### Study Design

This study used a cross-sectional design to assess various factors affecting nursing students at STIKes Sukabumi. The cross-sectional approach allowed the researchers to collect data at a single point in time, providing a snapshot of the relationships between student burnout, academic self-

efficacy, academic engagement, and perceived social support.

### Sample

The sample for this study consisted of 310 nursing students from STIKes Sukabumi. A stratified random sampling technique was employed to ensure that students from different levels of study (e.g., first-year, second-year, third-year students) were represented. Stratified random sampling helps ensure that the sample is more representative of the entire population by considering different subgroups, which can provide more generalizable results.

### Instruments

The study utilized several validated instruments to measure different constructs related to student well-being. The Maslach Burnout Inventory-Student Survey (MBI-SS) was employed to assess student burnout, focusing on emotional exhaustion, depersonalization, and reduced personal accomplishment. To evaluate the academic self-efficacy of nursing students, the College Academic Self-Efficacy Scale (CASES) was used, which measures students' confidence in their ability to successfully complete academic tasks. The Academic Engagement Scale (AES) was applied to assess students' academic engagement, encompassing their emotional and cognitive involvement in academic activities. Finally, the Multidimensional Scale of Perceived Social Support (MSPSS) was utilized to measure social support, specifically the students' perceptions of support from family, friends, and significant others. These instruments provided comprehensive insights into the factors influencing student well-being.

### Data Collection

Data collection was conducted by distributing the questionnaires to the selected participants. Students were asked to complete the instruments anonymously to reduce response bias. The questionnaires were administered during regular class hours to ensure that all students had an equal opportunity to participate. The

participants were given clear instructions on how to fill out the questionnaires, and they were informed that their participation was voluntary. Consent was obtained from all participants prior to data collection.

### Data Analysis

Data analysis was conducted in several stages to thoroughly examine the relationships between the variables. First, univariate analysis was performed using descriptive statistics to calculate the mean values for each variable, such as burnout, academic self-efficacy, academic engagement, and social support. This provided a general overview of the data distribution and central tendencies. Next, bivariate analysis was conducted using simple linear regression analysis to explore the relationships between pairs of variables, for example, the connection between academic self-efficacy and academic engagement, or social support and student burnout. Finally, multivariate analysis was carried out using multiple regression analysis to assess the combined influence of all the independent variables—burnout, self-efficacy, engagement, and social support—on the dependent variables, such as academic performance or overall well-being. This multi-level approach allowed for a comprehensive understanding of the factors affecting student outcomes.

### Ethical Considerations

Ethical approval was obtained from the relevant institutional review board or ethics committee before data collection. The participants were informed about the purpose of the study, and their informed consent was obtained. Participants were assured that their participation was voluntary, and they could withdraw from the study at any time without penalty. To

maintain confidentiality, the responses were anonymous, and no personal identifying information was collected. The data were stored securely and only accessible to the research team. Additionally, the students were informed that the findings would be used solely for academic research purposes, and no individual results would be shared with the institution or made public.

## RESULTS

The results of this study can be seen in table 1, showing that most of the respondents are female, namely 153 people (78.1%). Most of the Nursing Undergraduate respondents were level 4, which was 87 people (44.4%). Most of the respondents to the Diploma of Nursing were level 3 which was 39 people (35%).

The average value of the academic self-efficacy variable is 75 (17.14), the average value of the Academic Engagement variable is 72 (15.72), the average value of the social support variable is 64 (12.21), the average value of the academic burnout variable is 76 (17.63), can be seen in table 2.

The results of this study show that academic self-efficacy affects academic burnout ( $b=-1,736$ ,  $p=0.000$ ,  $R^2=0.930$ ), academic engagement affects academic burnout ( $b=-1.043$ ,  $p=0.000$ ,  $R^2=0.896$ ), social support can affect academic burnout ( $b=-1.021$ ,  $p=0.000$ ,  $R^2=0.848$ ), listed in table 3.

Simultaneous influences can be seen in table 4, showing that academic self-efficacy, academic engagement, social support can affect academic burnout ( $p=0.000$ ,  $R^2=0.950$  with regression equation  $Y=111.780+(-0.436)X_1+(-0.347)X_2+(-1.186)X_3$ ).

**Table 1. Characteristics Of Respondents**

Characteristics	f	%
<b>Gender</b>		
Women	225	72,58
Man	85	27,42
<b>Bachelor of nursing</b>		
Level 1	25	12,8
Level 2	40	20,4
Level 3	44	22,4
Level 4	87	44,4
<b>Total</b>	<b>196</b>	<b>100</b>
<b>Diploma In Nursing</b>		
Level 1	37	32
Level 2	38	33
Level 3	39	35
<b>Total</b>	<b>114</b>	<b>100</b>

**Table 2. Univariate Analysis Of Research Variables**

Variable	Mean	Standard Deviation (SD)	Min	Max
Academic Self Efficacy	75	17,145	34	102
Academic Engagement	72	15,722	17	51
Sosial support	64	12,212	12	48
Academic Burnout	76	17,632	24	96

**Table 3. Simple Linear Regression**

Variables	P-Value	Unstandardized Coefficients		R	R <sup>2</sup>
		Constant	B Variables		
Academic Self Efficacy	0.000	122.657	-1.736	0.964	0.930
Academic Engagement	0.000	121.476	-1.043	0.947	0.896
Sosial support	0.000	111.489	-1.021	0.921	0.848

**Table 4. Multiple Linear Regression**

Variables	P-Value	Unstandardized Coefficients B	R	R <sup>2</sup>	P-Value Anova
(Constant)		111.780			
Academic Efficacy	0.000	-0.436	0.975	0.950	0.000
Academic Engagement	0.000	-0.347			
Sosial support	0.000	-1.186			

## DISCUSSION

### **The Effect of Academic Self-Efficacy on Academic Burnout.**

According to the study's findings, there is a direct relationship between academic self-efficacy and academic burnout. The findings of this study are consistent with the findings of (19), who found that academic burnout has a significant relationship with student self-efficacy. Students who have high self-efficacy avoid academic burnout. Academic self-efficacy refers to self-efficacy in the academic field (20).

Academic self-efficacy is a student's confidence in the ability he has in carrying out academic tasks during lectures (19). High self-efficacy academic will increase student motivasi in doing academic assignments and encourage himself to use efficient efforts in acquiring knowledge and abilities (20). Students with high academic self-efficacy can face a variety of situations that suppress them and can improve their ability to master difficult and complex lecture materials, preventing academic burnout (21). Students with low academic self-efficacy lack problem-solving skills, making them vulnerable to stress. Excessive and ongoing stress will put students at risk of academic burnout (22).

### **The Effect of Academic Engagement on Academic Burnout**

According to the study's findings, there is a direct relationship between academic engagement and academic burnout. The findings of this study are consistent with the findings of (25), who found that academic engagement is the most important factor in determining whether a student will drop out. Research conducted by (14) explained that there is a significant relationship between academic engagement and academic success, where the higher the academic engagement, students will be able to overcome the demands and obstacles in their studies so that they are more accomplished.

Students who have low academic engagement, they are unable to overcome the demands and obstacles in their studies, and are easily exposed to burnout (23). According to Chapman in 2003, engagement in learning is often used to refer to students' effective responses to learning. Finn, mentioned that the engagement factor plays a key role for students in learning. A person who feels confident in his academic success, and is able to overcome the demands and obstacles in study so that they become more accomplished, this is a picture of high academic engagement that can help overcome burnout in students (23).

### **The Effect of Social Support on Academic Burnout**

According to the study's findings, there is a direct relationship between social support and academic burnout. This is consistent with research (27,28) demonstrating that social support can reduce students' academic saturation. Social support can be a potential effect variable in supporting academic achievement (24). Therefore, social support plays a role as a factor that helps reduce academic saturation (25)

The condition of academic burnout felt by students is caused by a lack of feeling of social support (15,26). The results of the study are also in accordance with the theory expressed by Gold & Roth (1993), that the lack of social support received by individuals can be one of the factors that cause individuals to experience burnout conditions (27).

Social support can come from family, friends, lecturers, or other people around the student (10). The existence of good social support from people around can help students to prevent academic burnout. Social support can help students to stay afloat against pressures while helping to overcome those pressures (28). The sources of support obtained by students can be a good source of coping wherestudents who receive more social support will experience less academic burnout (26)

### The Effect of Academic Self-efficacy, Academic Engagement and Social Support on Academic Burnout

Academic self-efficacy, academic engagement, and social support were found to have a significant influence on academic burnout in nursing students. This proves that academic self-efficacy, academic engagement and social support simultaneously or simultaneously affect academic burnout. A student's degree of academic burnout is correlated with their sense of academic self-efficacy (20). Students with high self-efficacy have confidence that they are able to master the material and can control stressful lecture situations (29). Students who have positive academic self-efficacy will certainly also have positive academic engagement where academic engagement contains behavioral, emotional, and cognitive components. The key to avoiding academic burnout is academic engagement, which involves a high level of energy and mental resilience during learning, the acquisition of a sense of meaning, enthusiasm, full concentration, and happy work on all tasks in the learning process (30). In addition to academic self-efficacy and academic engagement factors, there are other factors that can reduce academic burnout, namely social support (31). Having people who care about you can be a buffer against the harmful effects of stress on your body and mind. (10) nursing students can alleviate their tension and exhaustion with the help of their social networks (25).

### CONCLUSION

The study's findings indicate that three factors influence whether or not college students experience burnout: self-efficacy, academic engagement, and social support. A student's academic self-efficacy, level of academic engagement, and social support can all have an impact on burnout, and these factors often work together. Researchers recommend more investigation into the most likely contributors to academic burnout in students for future

studies so that they can better equip students with the knowledge they need to avoid it.

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### Conflict of Interest

The authors have no conflict of interest to declare.

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