

Academic Burnout from Various Sources of Social Support in Undergraduate Psychology Students

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Abstract. Undergraduate psychology students often face various situations that can cause symptoms of academic burnout. Previous studies found that social support is related to academic burnout. This study used a quantitative method to determine the differences in academic burnout among undergraduate psychology students regarding types of social support sources. This study's types of social support sources are family, friends, and significant others. A total of 434 students from the Department of Psychology at Universitas Negeri Makassar were selected using consecutive sampling. The measurement instruments used were the Maslach Burnout Inventory-Student Survey (MBI-SS) with a reliability coefficient of 0,836 and the Multidimensional Scale of Perceived Social Support (MSPSS) with a reliability coefficient 0,925. Data were collected via online questionnaires. Data were analyzed using one-way ANOVA analysis with the help of JASP 0.17.1 software. The results showed no significant difference in academic burnout regarding social support sources ($p = 0.640$). An additional result showed the coefficient of determination (R^2) value of 0.093, which means that social support can explain 9.3% of the variation in academic burnout. The significance value is 0.000 ($p < 0.05$), meaning social support predicts academic burnout significantly. The implication of this study is social support from family, friends, and significant others describes the same academic burnout.

Keywords: *Academic Burnout, Family, Friend, Source of Social Support, Student.*

1 Introduction

Higher education aims to produce quality students with professional and academic skills [3]. Learning activities are the most fundamental part of the educational process in higher education. The learning process carried out by students involves physical and psychological aspects that are interrelated. Studying in college is a challenge that results in significant stress levels [25]. Students often face various situations that can cause psychological problems to arise.

Psychology courses often involve an in-depth understanding of psychological theories and concepts. Students also engage in clinical practice, such as counseling, interacting intensively with individuals facing emotional or psychological problems. As such, students need to provide emotional support to individuals. Students are also taught to develop intensive empathy skills, which can cause students to feel more significant emotional stress when interacting with distressed individuals. The study of psychology involves learning about sensitive and emotional topics such as mental disorders, trauma, violence, and complex social issues. As such, students feel burdened by the content they are learning. Students are also often required to self-reflect or introspection as part of their learning or self-development. This process can present emotional challenges and increase stress by exploring personal emotions and experiences.

Prolonged stress without being able to handle it can result in developing burnout symptoms. Burnout in students is characterized by excessive fatigue, cynical attitude, loss of interest in studies, and doubt in achieving academic goals [1]. From other side found that burnout directly affects the well-being of students. Students will feel emotional exhaustion, which manifests as boredom, sadness, worry, irritability, and depression [19]. This will affect learning efficacy, becoming an obstacle to academic achievement [8]. Alsaad suggested that burnout impacts emotional aspects, such as study dissatisfaction, depression, low self-esteem, and loss of motivation [2]. Burnout also impacts behavior, such as low academic performance, alcohol and drug abuse, absenteeism, and college dropout. The study of academic burnout is essential because of its detrimental impact on the well-being and achievement of students and educational institutions.

The Department of Psychology at Universitas Negeri Makassar implements a disciplined lecture system. Lecture activities, such as learning in class, assignments, presentations, practicum, research, and examinations, are carried out with specific standards according to the rules and policies of the faculty. The heavy atmosphere causes students to feel pressured. Based on preliminary data conducted by researcher on 63 respondents in the Department of Psychology Universitas Negeri Makassar, it is discovered students felt physiological symptoms in the form of fatigue (69.8%), reduced sleep hours (68.3%), lack of energy (60.3%), headache (49.2%), change in eating patterns (39.7%), tense muscles (23.8%), stomach pain (22.2%), and nausea (20.6%). Cognitive symptoms include difficulty concentrating (69.8%), confusion (55.6%), and often forgetting (50.8%). There were also emotional indications such as anxiety (57.1%), irritability (36.5%), and the desire to avoid interacting with other people (42.9%). Feelings of drained energy and emotions are emotional exhaustion symptoms, while the desire to avoid other people is a cynicism symptom.

The data shows that 86.6% of students experienced difficulties completing tasks, and 17.4% experienced delays in submitting tasks. The low academic ability of these students resulted in a decrease in learning outcomes. Based on the Department of Psychology data, 17.19% of students have GPAs below 3.00. A low GPA impacts students to repeat courses and extend the study period. The inability of students to complete tasks and low academic achievement are reduced academic efficacy symptoms. This data concluded that students showed indications of experiencing academic burnout.

Maslach and Leiter suggested that individual and situational factors influence burnout. One of the situational factors is the community [13]. The quality of relationships within the community, including the ability to give and receive social support, plays an essential role in preventing and worsening burnout. Relationships characterized by a lack of social support can create tension and increase the risk of burnout.

From the other result suggested that a lack of social support causes the condition of academic burnout experienced by students [6]. So that students who receive social support will feel more motivated in the learning process because they feel that they are loved, valued, and cared for by the individuals around them [22]. Students will not feel alone when facing various academic challenges. Thus encouraging students to be more enthusiastic about learning and preparing themselves for academic assignments. Although the importance of social support in academic settings has been recognized, there is still a need to understand better how social support can affect academic burnout in university students. Questions regarding the extent to which social support can reduce the risk of academic burnout and whether differences in the types of social support sources have different impacts remain to be answered.

Zimet suggested that sources of social support include support from family, friends, and significant others [26]. Family support is essential because the family is the closest person, so the support provided significantly influences the student. Family support can be in the form of practical help, problem-solving, and emotional support. Friend support is also essential because friends are the closest person in the family. The presence of friends can provide support for students when facing difficulties or pressure. Significant others support refers to help provided by someone close to or who has an essential role in an individual's life.

Oyoo, Mwaura and Kinai, in a study conducted on 714 samples, showed that all sources of social support were negatively and significantly related to academic burnout [18]. Rufino et al, in a study conducted on 177 samples, showed that the level of academic burnout individuals decreases when receiving support from family, friends, and significant others [21]. The results of previous studies showed the sources of social support influence academic burnout in students.

Based on the explanation above, it is necessary to have a deeper understanding of students' social support quality and sources. Therefore, researchers want to see the difference in academic burnout students regarding types of sources of social support (family, friends, and significant others). Researchers suspect that social support from one social group is more effective than the support provided by other social groups.

2 Literature Review

2.1 Academic burnout

Schaufeli et al suggested that academic burnout is a feeling of extreme fatigue, a cynical attitude towards studying, and feelings of incompetence arising from the demands experienced during the learning process [23]. Academic burnout comes from emotional exhaustion, which is not handled properly. So, students begin to keep their distance from the surrounding environment, called cynicism, to avoid tasks or demands that cause stress. The inability of students to handle the task given raises feelings of insecurity about their academic abilities (reduced academic efficacy).

Schaufeli et al suggested three dimensions of academic burnout: emotional exhaustion, cynicism, and reduced academic efficacy [23]. Emotional exhaustion is the most apparent dimension manifested in burnout [13]. Students will have feelings of excessive fatigue emotionally and physically. Emotional exhaustion causes individuals to lack the energy to cope with daily activities and interact with others. Cynicism refers to a cynical attitude and lack of belief in the study [13]. Cynicism is the development of a disengaged attitude toward study and a lack of motivation to complete academic tasks [17]. Reduced academic efficacy refers to the condition of individuals experiencing reduced personal achievement. Individuals will feel a decrease in competence and productivity [23]. Maslach and Leiter suggested that this dimension is described as reduced productivity or ability, low morale, and inability to cope [13].

Maslach and Leiter suggested that there are two influencing factors of academic burnout: individual and situational [13]. Individual factors include demographic and personality factors. Demographic factors include gender, ethnicity, age, marital status, and educational background. Personality factors include personality type, self-concept, motivation, ability to manage emotions, and locus of control. Situational factors include workload, control, rewards, community support, fairness in the academic environment, and prevailing values.

2.2 Social Support

Many studies have been conducted on social support and academic burnout. Kim et al in the research conducted, showed that social support has a negative effect on academic burnout [9]. Social support is an individual's judgment of all forms of help or support others receive when needed. Ye, Huang, and Liu suggested that students who receive social support tend to feel more satisfied with their lives, thus experiencing academic burnout [25]. The availability of adequate social support will create positive judgments about life judgment that will help them withdraw from academic burnout. The social support that students receive from various sources can affect an individual's ability to face challenges related to college life [4].

According to Zimet et al, the dimensions of social support are described based on the source of social support: family, friends, and significant others [26]. Family support refers to assistance provided by family members to individuals, including assisting in making decisions to solve problems and providing instrumental and emotional help. Friends can provide support to individuals facing challenges. This support can be in the form of help with daily activities and other forms of help. Support from other significant individuals refers to help provided by people who are close in the individual's life, such as spouses, neighbors, lecturers, or other people around them. This support aims to create comfort and respect for the individual.

3 Method

This research is quantitative with a comparative approach with two variables: academic burnout as a criterion variable and social support as a predictor variable. Types of sources of social support in this study are family, friends, and significant others. The population in this study were undergraduate psychology students at Universitas Negeri Makassar, totaling 2,025 students. Using the sample size calculator by Raosoft, the minimum recommended sample size is 324 (margin of error 5%, confidence level 95%). Sampling was done by consecutive sampling. This study involved 434 students, 63 men and 371 women aged 17-26.

The data collection technique used in this study is a scale with a model Likert 7 points distributed online. Academic burnout was measured using the Maslach Burnout Inventory-Student Survey (MBI-SS) adapted from Fun and refers to the theory of Schaufeli [4,13,23]. This scale measures three dimensions of academic burnout: emotional exhaustion, cynicism, and reduced academic efficacy. The scale consists of 15 items with answer choices 0 (never) to 6 (every day). This scale has a discriminatory index with value item rest correlation from 0.302 - 0.636. CFA construct validity by value loading factor from 0.625 - 0.926 and reliability McDonald's ω obtained a coefficient value of 0.836, included in the very high category.

Social support is measured using the Multidimensional Scale of Perceived Social Support (MSPSS) adapted from Kirana and Moordiningsih and refers to the theory of Zimet et al [10,26]. This scale measures three dimensions of social support: family, friends, and significant others. The scale consists of 12 items with answer choices 1 (strongly disagree) to 7 (strongly agree). This scale has a discriminatory index with value item rest correlation from 0.618 - 0.736. CFA construct validity by value loading factor from 0.632 - 0.827, and the reliability of McDonald's ω obtains a coefficient value of 0.925, which is very high.

Data analysis techniques in this study include descriptive analysis, hypothesis test, and additional analysis. Descriptive analysis is intended to categorize the research data. The hypothesis test uses one-way ANOVA, preceded by a prerequisite test, including normality and

homogeneity tests. Shapiro-Wilk carries out the normality test, and the homogeneity test is done from Levene's test. Additional analysis using one-way ANOVA is intended to complement the researchers' findings regarding the influence of social support on academic burnout. Hypothesis tests and additional analysis were carried out with the help of JASP 0.17.1 software.

4 Result

The academic burnout scale consists of 15 items, so hypothetically, the minimum score is 0, the maximum score is 90, the mean is 45, and the standard deviation is 15. The social support scale consists of 12 items, so hypothetically, the minimum score is 12, the maximum is 84, the mean is 48, and the standard deviation is 14. Based on the hypothetical score, the categorization percentage score of the two scales is as follows.

Table 1. *Data Categorization*

Category	Academic Burnout		Social Support	
	f	%	f	%
Low	140	32,26	34	7,83
Moderate	288	66,36	195	44,93
High	6	1,38	205	47,24
Total	434	100	434	100

The categorization results showed that most psychology students who are research respondents have academic burnout scores in the moderate category and social support scores in the moderate to high category. Furthermore, the prerequisite normality and homogeneity tests were carried out before the one-way ANOVA test. The results of the normality test showed that the family's dimension ($p=0,072$), friend's dimension ($p=0,267$), and significant others's dimension ($p=0,161$) so that the residual data is normally distributed. The homogeneity test results are ($p=0,844$), so there is no difference in variance.

Table 2. *Hypothesis Test Results*

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Source of Social Support	125,742	2	62,871	0,446	0,640	0,002

Table 3. *Descriptive of Hypothesis Test Results*

Source of Social Support	N	Mean	SD	SE	Coefficient of variation
Family	160	34,063	11,962	0,946	0,351
Friend	148	34,074	11,786	0,969	0,346

Significant Others	126	35,254	11,842	1,055	0,336
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Based on the table above, the p-value is $0.640 > 0.05$. These results indicate no significant difference in academic burnout from the type of social support source, which means that H_a rejected and H_0 accepted, so there is a similarity in the average academic burnout of the types of social support sources.

This study also aims to determine the influence of social support on academic burnout in psychology students. Furthermore, the prerequisite normality and linearity tests were carried out before the linear regression tests. The normality test results showed that the significance value is 0,086, so the residual data is normally distributed. The linearity test results showed that the significance value of deviation from linearity is 0.212 ($F_{Dev} = 1.155$; $p > 0.05$), so the data is linear.

Table 4. *The Influence of Social Support on Academic Burnout*

Cases	r	R ²	p
Social Support Academic Burnout	0,304	0,093	0,000

Based on the table above, it can be seen that the correlation value (r) between social support and academic burnout is 0,304. The coefficient of determination (R²) is 0,093. This value showed that social support can explain the variation in academic burnout. The remaining 90,7 is explained by other variables not studied. The significance value is $0,000 > 0,05$. This value showed that the regression model can predict academic burnout influenced by social support. The regression equation model is $Y = 48,417 - 0,242X$. From this equation, it can be analyzed that if students are without social support ($X = 0$), the estimated academic burnout score is 48.417. The coefficient value is -0.242, which means that each 1% addition of social support will reduce academic burnout by -0.242. The negative coefficient value means that social support negatively influences academic burnout in students—the higher the level of social support, the lower the level of academic burnout in students, and vice versa.

Table 5. *Dimensional analysis*

Cases	R ²	p
Family	0,092	
Friend	0,073	0,000
Significant Others	0,074	

Each dimension is analyzed separately; then, it is seen which of the three dimensions of social support has the most significant coefficient of determination (R²) on academic burnout. The results showed the dimension that influences academic burnout most in students is family. This dimension has a coefficient of determination (R²) of 0,092 or 9,2% influence on academic burnout.

5 Discussion

The results of descriptive analysis showed that most psychology students have academic burnout scores in the moderate category ($n = 288$). These results indicate that most student feels academic burnout, but not a chronic condition. At this level, the symptoms of burnout are strong enough to affect students' well-being and academic performance but have not yet reached a severe or significantly disruptive level in daily life. Owens suggested that academic burnout is a psychological problem caused by persistent stress factors, which can make students feel unable to fulfill their responsibilities, lose interest in their studies, and doubt their ability to achieve academic goals [17]. Oyoo, Mwaura, and Kinai suggested that when students experience academic burnout, they tend to show characteristics such as a high workload, having a negative impression of the learning environment, low enthusiasm for learning, and less participation in class activities, all of which have an impact on reducing academic performance [18].

The results of the descriptive analysis showed that most psychology students have social support scores in the moderate ($n=195$) to high ($n=205$) categories. These results indicate that most psychology student receives social support from individuals around them. Marhamah and Hamzah suggest that students who get social support in the high category can perceive that the source of social support is trying to help [12]. Rehman et al suggest that social support refers to the experience of being valued and respected by individuals around students [20]. Ye suggest that sufficient support from various sources, such as family members, friends, and significant others, positively affects university life [25]. Sources of social support can provide mental help in dealing with anxiety, tension, or depression and improve students' self-esteem and efficacy.

Undergraduate psychology students who experience moderate levels of academic burnout have social support in the moderate to high category. Academic burnout can occur for several reasons, even though students have received social support. Constant academic pressure and high demands can be the main factors that cause academic burnout [25]. Although social support can help cope with these pressures, it will not be enough to prevent academic burnout if the academic demands are too heavy.

The hypothesis test results showed no differences in academic burnout regarding the type of social support sources (family, friends, and significant others) in psychology students. In their previous research, Kim et al showed that the support of significant others (academic environment or teachers) has the most substantial negative relationship with academic burnout [9]. Social support from parents and friends also has a significant negative relationship with academic burnout. This finding is in line with Zimet et al, which suggests that all social support sources (family, friends, and significant others) appear to be correlated [26].

The correlation value shows a negative correlation between social support and academic burnout, where the higher the social support, the lower the academic burnout. The coefficient of determination shows that social support can explain 9.3% of the variation in academic burnout. The significance value showed that social support can significantly predict academic burnout in psychology students. However, social support has a low contribution in influencing academic burnout.

The findings align with the results of research conducted by Surguladze that social support is a significant predictor in predicting academic burnout but weak [24]. In their research, Muflihah

and Savira also showed that the negative effect of social support on academic burnout in students was 5.4%. In a study, suggested that lower levels of academic burnout were associated with higher levels of social support [6,16].

Ye suggested that social support is a factor that contributes to reducing the level of academic burnout [25]. Students who receive more social support tend to be more satisfied with their lives, thus reducing the level of academic burnout experienced. Sarafino and Smith suggested that individuals who receive social support have the belief that they are loved and valued and are part of a group providing help when needed [22].

Another finding in this study is that family is the most influential dimension of social support on academic burnout. The coefficient of determination showed that family social support can explain 9.2% of the variation in academic burnout. These results support previous findings from Muflihah and Savira, which state that family support has a more substantial influence on academic burnout than support from friends or significant others [16]. This result is coherent with Halim, Sandri, and Supraba (2022) in a study conducted on 100 students that showed that social support from family (parents) has an influence of 12% on academic burnout. Andrade et al. (2023) suggested that family plays an essential role in students' lives. Family relationships involve shared responsibility roles among family members. They are a source of care, affection, and the development of values, behaviors, and life skills to help manage stress for each family member.

6 Conclusion

Based on the findings in this study, it can be concluded that there is no significant difference in academic burnout from the type of social support sources (family, friends, and significant others). As for additional findings, it is known that there is an influence of social support on academic burnout in psychology students. Social support can explain 9.3% of the variation in academic burnout in psychology students. The limitation of this study is data collection in the form of a self-report scale conducted online using Google form media, which is not accompanied by direct observation, allowing respondents' social desirability to be high. Another limitation of this study is the number of students who tend to have unbalanced types of social support from family, friends, and significant others, thus generalizing the results of the findings. It is necessary to identify who the significant others are that the students are referred to.

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