

**RELATIONSHIPS BETWEEN SOCIAL SUPPORT AND ACADEMIC BURNOUT
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Academic burnout is defined as a persistent feeling of exhaustion caused by pressure during study, feelings of pessimism when performing tasks, and thoughts that continue to feel inadequate. One of the factors that can affect academic burnout is social support. Social support is the feeling that individuals feel loved, cared for, valued, and considered important by people who play a role in their lives. This study aims to determine the relationship between social support and academic burnout among undergraduate students of the Faculty of Nursing at Padjadjaran University. The research method used is the quantitative method with proportionate stratified random sampling. The samples taken in this study amounted to 258 students. The sample reported a high level of social support (60.5%) and moderate level of academic burnout (90.3%). Most respondents have a moderate level of exhaustion (60.5%) and low cynicism (72.9%), while in the dimension of reduced academic efficacy, the moderate and high categories are equal (49.6%). The results show social support is negatively correlated with academic burnout. However, the correlations identified were relatively weak. Another finding in this study is that there is a significant negative correlation between exhaustion and social support and a significant positive correlation between reduced of academic efficacy and social support. This means that social support has a role towards academic burnout in the exhaustion and reduced of academic efficacy dimensions. Future studies are expected to identify or explore other predictors of burnout, such as self-concept, role conflict and role ambiguity, and isolation, or identify ways to prevent and reduce burnout based on factors that have been identified in nursing students.

Keywords: Academic Burnout, Nursing Students, Social Support**INTRODUCTION**

Burnout, according to Pines and Aronson in Gustika (2022), is a condition of physical, emotional, and mental exhaustion that results from long-term work in emotionally taxing situations. Özhan & Yuksen (2022), categorizes burnout into three dimensions adapted from Leiter & Maslach, including exhaustion, cynicism, and low

academic efficacy. Initially, research on burnout focused on the context of work. However, burnout has also been found in non-work domains, such as in students in academic settings (Chambel & Curral, 2005; Shin et al., 2011). Although students are not workers, undergraduate degree programs include structured activities such as

taking exams, attending classes, and completing assignments that can be seen as “work” (Shin et al., 2011). According to Rahmatpour et al. (2019), university students are identified as one of the most vulnerable occupations prone to burnout.

Academic burnout is a more commonly known term for burnout experienced by students, which refers to burnout problems that students experience while involved in the academic process (Putri & Yasmin, 2023). Meanwhile, according to Dyrbye et al. (2014), academic burnout is defined as a persistent feeling of exhaustion caused by pressure during study, feelings of pessimism when performing tasks, and thoughts that continue to feel inadequate. An increased percentage of college dropouts, decreased academic performance, decreased involvement in academic activities, and low levels of academic achievement are the most common manifestations of academic burnout in college students (Bask & Salmela-Aro, 2013; Caballero et al., 2015).

Nursing students are one of the populations most vulnerable to experiencing academic burnout (Sumarni et al., 2021). Nursing students face various stressors during their studies, including academic demands, difficulty adapting to the transition to clinical areas, low self-confidence, feelings of incompetence, and concerns about making mistakes when performing nursing care. Nursing students often feel physical, mental, and emotional exhaustion due to the variety of methods and the heavy academic demands that must be met, which leads to academic burnout (Hwang, E., & Kim, J., 2022).

Academic burnout among nursing students in Brazil, based on Galdino et al. (2020), found that

they experienced emotional exhaustion (76.3%), depersonalization (31.6%), and reduced academic achievement (21.1%). This finding is supported by research in India by Prakash et al. (2023), where most nursing students experienced high academic burnout (61.7%). In Indonesia, a similar study was conducted in Riau, with the findings that 243 students experienced moderate burnout in the dimensions of emotional exhaustion (74.5%), low personal achievement (62.1%), and mild burnout in the dimension of cynicism (58.4%) (Suha et al., 2022).

According to Gold & R.A. Roth (1993), academic burnout can be influenced by several things, such as lack of social support, demographic factors, self-concept, role conflict and role ambiguity, and isolation. According to Christiana (2020), university students need other people who can provide social or emotional support when facing difficulties and academic burdens to prevent academic burnout. Social support can help students in the process of adapting to the various academic pressures; thus, it can reduce the possibility of academic burnout in students (Kim et al., 2018). The social support that individuals receive has a higher urgency than other factors because it can provide positive influences, including motivation, personal achievement, and life satisfaction, which ultimately contributes to good psychological health (Ye et al., 2021).

Social support is the feeling that individuals feel loved, cared for, valued, and considered important by people who play a role in their lives (Greindl, 2020). The dimensions of social support, according to Zimet et al. (1988), come from family support, friend support, and significant other support such as lovers, neighbors,

lecturers, and people in the surrounding environment. Research by Woodhead et al. (2014) states a lack of social support from supervisors, coworkers, friends, and family can affect burnout in nurses. In the same lines, research by Puspitaningrum (2018), shows that there is an influence of parental social support on burnout in students working on thesis. Trimulaftsih et al. (2022) states that social support plays a role in academic burnout, where the higher the social support provided, the lower the incidence of academic burnout.

During the education process at the Faculty of Nursing at Padjadjaran University, the exhaustion phenomenon was found in five students due to high academic demands, busy lecture hours, and heavy assignment loads. Cynicism found in 3 out of 5 students who admit that they tend to be less interested and not motivated to attend classes, supported by data from the academic subdivision of Faculty of Nursing Padjadjaran University (2024), shows that from 2020 there have been 52 students who have resigned. Two students who are currently working on their thesis stated that they became distant from their family, friends, and the thesis itself. The phenomenon of reduced of academic efficacy was found in 2 students, and as the lecture progressed, their motivation diminished. Besides that due to lowered grades, some students became unproductive because they were unable to cope with the academic burden and did not have the confidence to complete the assignment. Students who showed signs of academic burnout feel that the social support they receive is low. The students who did not show signs of academic burnout said that they had someone special to share their feelings with. According to the previous research,

it can be seen that there are studies that show the relationship between social support and burnout. However, there has been no similar research on students at the Faculty of Nursing, Padjadjaran University. In response to this research gap, the purpose of this study was to investigate the relationship between social support and academic burnout among undergraduate nursing students at Padjadjaran University. Additionally, academic burnout is a phenomenon that impacts academic life, within which nursing education is a crucial process every nurse must undergo. This study is expected to prevent and address the incidence of academic burnout among nursing students at Padjadjaran University through social support, ensuring the preparation of competent future nurses.

LITERATURE REVIEW

The term burnout was used and introduced in the psychological field by Freudenberger in 1970. Freudenberger described burnout as a condition of fatigue, exhaustion, and frustration caused by professional activities that do not meet expectations. (Edú-Valsania et al., 2022). Pines and Meier define academic burnout as the exhaustion of a student's energy caused by prolonged academic pressure and burden, a gradual loss of enthusiasm for academic tasks and activities, indifference and alienation from peers, and a lack of enthusiasm for tasks. According to Schaufeli et al., academic burnout is characterized by extreme exhaustion, a cynical attitude toward learning, and a sense of incompetence stemming from the demands encountered in the learning process. Students feel that the learning process is very boring, resulting in a decrease in motivation to learn, and ultimately, they feel that they cannot complete

the study process. This boredom manifests in the form of procrastination, unoptimized learning quality, and not being able to concentrate while completing tasks, resulting in decreased academic performance and longer graduation times (Fun et al., 2021).

Another factor that contributes to academic burnout is the discrepancy between the effort made and the results obtained in undergoing the lecture process (Dimala et al., 2019). Arlinkasari and Akmal (2017) state that when students are unable to fulfill the various study demands given efficiently, they will easily experience stress and are very vulnerable to burnout.

There are three dimensions of academic burnout suggested by Schaufeli et al., such as: (1) exhaustion, a feeling of physical, mental, and emotional fatigue caused by academic demands. This dimension can be related to academic activities or tasks that are being undertaken. Individuals who experience exhaustion will feel a lack of energy when performing tasks or interacting with others; (2) cynicism, a cynical or distanced attitude towards study. This dimension pertains to negative feelings that indicate apathy or indifference toward matters related to the lectures being undertaken; and (3) reduced of academic efficacy, a feeling of incompetence as a student, which results in decreased confidence in study. This dimension relates to a decrease in self-productivity, competence, and motivation, where individuals often feel unable to cope when faced with challenges and perceive the tasks given as too demanding. According to Gold & R.A. Roth (1993), academic burnout can be influenced by several things, such as lack of social support, demographic factors,

self-concept, role conflict and role ambiguity, and isolation.

According to Johnson & Jhonson (1991, in Setyawati et al., 2022), social support is the presence of other people who can improve mental well-being and increase self-confidence in the form of assistance, encouragement, enthusiasm, acceptance, and attention. Social support can affect the physical and psychological condition of individuals, so positive social support will have a positive impact on physical and psychological health (Setyawati et al., 2022). Students who lack social support will have low self-esteem; this causes students to doubt their own abilities, fear failure, and tend to experience regression, which can lead to conditions that can trigger academic burnout (Li et al., 2018). Lack of social support in stressful situations can increase the occurrence of academic burnout; otherwise, the presence of social support will make individuals able to develop effective coping strategies to avoid academic burnout (Andrade et al., 2023).

Kim et al. (2018) explained that social support is a factor that has been known to have a good influence on academic burnout because it can help students adapt to the various kinds of academic pressures they face. Zimet et al. (1988) state that social support refers to the support that individuals receive from those closest to them, including family, friends, and people who are significant in their lives. Family support is assistance provided by the family in the form of help with problem-solving, seeking assistance, and receiving emotional support from family members. Friend support is the assistance individuals receive in the form of help with daily activities and a space to share grievances. Significant other support is provided in the form of emotional assistance, aiming to make

individuals feel comfortable and cared for. It also serves as a space to share both joy and sorrow, ensuring individuals feel they have someone reliable to rely on.

The formulation of the questions in this study included identifying the level of academic burnout among undergraduate nursing students at Padjadjaran University, identifying the level of social support among undergraduate nursing students at Padjadjaran University, and identifying the correlation between social support and academic burnout among undergraduate nursing students at Padjadjaran University. Therefore, this study aims to determine the relationship between social support and academic burnout among undergraduate students of the Faculty of Nursing at Padjadjaran University.

RESEARCH METHODS

The method used in this research is quantitative method with a correlational approach with two variables: academic burnout and social support.

In this study, researchers involved 258 students of the faculty of nursing at Padjadjaran University. Data were collected during period of March to April 2024. The sampling technique used is proportionate stratified random sampling.

The measuring tool for academic burnout used is the Maslach Burnout Inventory - Student Survey (MBI-SS) developed by Schaufeli et al. (2002), which consist of 15 items and grouped into three subscales, namely exhaustion (five

items), cynicism (four items), and reduced academic achievement (six items). The original instrument of the MBI-SS is in English, so in this study the instrument translated into Indonesian by Arlinkasari and Rauf (2016) has a reliability value (α) of 0.913 with validity value performed by Maulana (2020), as shown through the corrected item-total correlation of 0.750-0.83. The measuring tool for social support used is the Multidimensional Scale of Perceived Social Support (MSPSS), developed by Zimet et al. (1988) and adapted into Indonesian by Sulistiani et al. (2022) with the 2017 International Test Committee (ITC) guidelines. The MSPSS instrument consist of 12 items with 3 dimensions, namely family support, friend support, and significant other support. The reliability value (α) is 0.85 with a corrected item-total correlation of 0.5-1.5.

This study has received ethical approval from Aisyiyah University Bandung with ethical approval number 754/KEP.01/UNISA-BANDUNG/IV/2024.

Data analysis used univariate and bivariate analysis. Univariate analysis is used to describe the characteristics of respondents and research variables. Bivariate analysis was conducted to determine the characteristics or distribution of each variable. In this study, the statistical test performed to see the relationship or correlation between the two variables was the Spearman's rank correlation test. The data were analyzed using Statistical Package for Social Sciences (SPSS) 26 for Windows.

RESULT

Table 1
Characteristics of respondents

Respondent characteristics	Frequency	Percentage (%)
Gender		
Male	26	10
Female	233	90
Batch		
2021 (6th semester)	74	28.6
2022 (4th semester)	100	38.6
2023 (2nd semester)	85	32.8
Campus		
Jatinangor	216	83.4
Pangandaran	43	16.6
GPA		
2.75-3.00	5	1.9
3.01-3.50	76	29.3
>3.50	178	68.7

Table 1 displays gender, batch, campus, and GPA of nursing students. Based on the table 1 above, out of the 258 subjects, the majority of respondents were

females (90%), from the 4th semester (38.6%) and Jatinangor campus (83.4%), with GPA >3.50 (68.7%)

Table 2
Respondent's academic burnout score

Category	Frequency	Percentage (%)
Low	4	1.6
Moderate	233	90.3
High	21	8.1
Total	258	100

Table 3
Respondent's academic burnout score based on dimension

Category	Dimension					
	Exhaustion		Cynicism		Reduced of Academic Efficacy	
	f	%	f	%	f	%
Low	36	14	188	72.9	2	0.8
Moderate	156	60.5	56	21.7	128	49.6
High	66	25.6	14	5.4	128	49.6
Total	258	100	258	100	258	100

Table 2 shows the academic burnout score of the students, where nearly all the students suffered moderate academic burnout (90.3%).

Table 3 shows the exhaustion score of the students, where more than half of them suffered moderate exhaustion (60.5%). The majority of

the students were in the condition of cynicism (72.9%), while in the dimension of reduced of academic

efficacy, the moderate and high categories are equal (49.6%).

Table 4
Respondent's social support score

Category	Frequency	Percentage (%)
Low	7	2.7
Moderate	95	36.8
High	156	60.5
Total	258	100

Based on table 4 above, it can be seen that the majority of

respondents having high social support (60.5%).

Table 5
Relationship between social support and academic burnout

Variable	Coefficient correlation	p-value
Social support → Academic burnout	-0.003	0.962
Social support → Exhaustion	-0.135	0.030
Social support → Cynicism	-0.072	0.250
Social support → Reduced of Academic Efficacy	0.230	0.000

Based on the table 5 above, it is shown that exhaustion ($p=0.030$, $r=-0.135$) and reduced of academic

efficacy ($p=0.000$, $r=-0.230$) were significantly associated with social support (Table 5).

DISCUSSION

Academic Burnout

The majority gender group in this study is women, namely 233 students (90%). A study by Templeton et al. (2019), stated that women have a higher potential for experiencing stress and burnout compared to men. Female students are prone to experiencing burnout, particularly feeling drained, emotionally exhausted, unable to cope, fatigued, and demoralized (Fiorilli et al., 2022). There's some suggestion that women tend to utilize emotion-centered coping strategies over problem-solving ones compared to men (Folkman & Lazarus, 1980). Additionally, they may employ more avoidance and

symptom-centered coping mechanisms (Stone & Neale, 1984).

The result of this research indicated that the levels of academic burnout among undergraduate nursing students were mostly at a moderate level (90.3%). This implies that the majority of undergraduate students at the Faculty of Nursing, Padjadjaran University, feel academic burnout, but not in a severe category or very disruptive to their daily routines. These findings are consistent with the findings of other studies (Harlia Putri et al., 2023; Hidayati & Amalia, 2022; Indah Sari et al., 2021; Owusu et al., 2024; Suha et al., 2022).

However, the results of this study indicate an increase in the frequency of incidence of academic burnout in Padjadjaran University nursing students compared to the results of Sumarni in 2021, when students were experiencing online lectures and 74.1% suffered academic burnout in the moderate category. This is in line with research by Amalia in 2023 among Padjadjaran University nursing students when they attend hybrid lectures, where 57.5% of students experience academic burnout in the moderate category. According to Hey et al. (2023), the increased burden on academics after the pandemic is a predictor of academic burnout. Aguayo-Estremera et al. (2023) in their study found that after the pandemic, nursing students had higher levels of burnout due to greater academic pressure, higher demands on their studies, and a significant decrease in student engagement with their studies due to the pandemic.

There are three dimensions of burnout among students: exhaustion, which is characterized by feelings of physical, psychological, and emotional fatigue due to excessive study demands; cynicism, which is characterized by a cynical and uncaring attitude towards study; and reduced academic efficacy, which is characterized by decreased motivation, productivity, and competence (Tanputera et al., 2024). In general, exhaustion is defined as a condition in which a person feels tired, especially emotionally (Maslach & Leiter, 2016). In this study, the exhaustion dimension was mostly in the moderate category (60.5%). This is in line with Sumarni's research (2021), which states that exhaustion is caused by a busy class schedule and ineffective communication between students. Academic overload, a tight

schedule of lectures and assignments that must be completed simultaneously, and other non-academic activities that exceed individual capacity cause emotional exhaustion (Ferdiansyah et al., 2021).

Cynicism is described as a cynical and distant attitude towards work and the people around it, resulting in less engagement with work (Maslach & Leiter, 2016). Health students with cynicism show a lack of interest in their studies and clinical activities, as well as an absence from lectures. In this study on the cynicism dimension, the majority of respondents were in the low category (72.9%). The low level of cynicism in this study can be associated with students' level of satisfaction with their courses. Dull or disorganized course deliveries create a tendency for students to develop an attitude of cynicism (Kelly et al., 2022). This is supported by a study from Alan et al. (2022), which found that there is a significant negative relationship between student academic satisfaction and cynicism. Low levels of cynicism occur due to high learning motivation and student enjoyment due to interesting course material. This aligns with Padjadjaran University's Undergraduate Nursing study program, which incorporates various learning methods such as simulation, role-play, case studies, problem-based learning, presentations, discovery learning, demonstrations, and seminars.

Reduced academic efficacy or inefficacy is described as a decrease in one's productivity and competence as well as feelings of inadequacy about their capacity to perform tasks well (Maslach & Leiter, 2016). Another finding in this study is that, the medium and high categories in the dimension of reduced academic efficacy are

equally equal (49.6%). Students with high reduced academic efficacy tend to have low responsibility and lack confidence in their coursework and their abilities (Rohmani & Andriani, 2021). This is supported by the results of research on the dimension of reduced academic efficacy, which shows that the majority of respondents stated that they felt less actively involved in class. In Ghods et al's research (2023), reduced academic efficacy occurs because students' lack of planning and commitment to lectures causes them to get low grades and makes them feel ineffective as students.

According to the researchers, academic burnout among nursing students at Padjadjaran University was at moderate levels because, despite facing high course loads and lengthy class schedules, nursing students were able to meet the academic standards set by the nursing faculty. The exhaustion dimension mostly falls within a moderate range. This is because nursing students experience fatigue from lectures, but they still maintain their interest in learning and are able to attend them. Low levels of cynicism can be achieved due to a supportive environment and a culture of caring among nursing students at Padjadjaran University. Regarding the reduced of academic efficacy dimension, it indicates that despite experiencing exhaustion and cynicism, nursing students can still attain significant personal achievements. This is supported by demographic data, which reveals that the majority of students have a GPA higher than 3.50.

Social Support

One of the important elements in students' lives to adapt to their environment is social support so that they do not feel alone when facing challenges or problems (Howell, 2017). Social support plays an

important role in increasing students' confidence to achieve academic goals and good performance; this has a positive effect on students' perspectives on their academics, performance, and expectations (Alpino., 2020). Social support can help students manage feelings of anxiety, stress, or depression and increase students' self-esteem and confidence (Bahar et al., 2024).

As previously mentioned, the majority of nursing students at Padjadjaran University are female. Caetano et al. (2013), states that despite the benefits of social support, women tend to cultivate closer interpersonal relationships, having more close friends and accessing more social support than men. According to Bedrov & Gable (2023), female friendships typically involve higher levels of self-disclosure and are more frequently sought for social support, which has been linked to both psychological and physical advantages. As for men, they are more likely to perceive social support in their family environment. This is in line with the findings obtained by Cuartero & Tur (2021), who reported that female nursing students perceived more social support than male nursing students.

The social support level in this study shows that most undergraduate students of the Padjadjaran University nursing faculty have social support in the high category (60.5%). The results of this study indicate a decrease in the frequency of social support received by Padjadjaran University nursing students when compared to the results of Hapsari's research (2021), where the results of social support received by students during online learning were 96.3%. According to research by West (2020), students feel that communication is more effective and support is more

accessible during a pandemic. Students also feel that online learning is more flexible, communication and collaboration are broader, and social interaction is increased through video calls. The social support in this study encompasses family support, friend support, and significant other support. According to Zimet (1988), social support has three dimensions: 1) family, which creates a trustworthy relationship. 2) friends, which is a relationship of mutual support and providing, be it in the form of attention or even material goods. 3) significant others, or people who are really important to the individual during the process of socialization and have a big influence on the individual. The results of this study are in line with studies by Veerabhadraiah et al. (2023), which found that 79% of nursing students have a high level of social support from family, friends, and significant others. These findings are also consistent with other research indicating that the majority of nursing students had a high level of social support (Aydın, 2017; Elisabhet et al., 2023; Rahakratat et al., 2021).

Relationship between Social Support and Academic Burnout

According to the results of the Spearman's correlation analysis test, the results show social support is negatively correlated with academic burnout. However, the correlations identified were relatively weak. It is crucial to note that correlation doesn't necessarily indicate causation, and unmeasured variables might also impact students' behavior related to burnout. This finding is coherent with the results of research conducted by Bahar et al. (2024), which state that social support has a low contribution in influencing academic burnout. According to Bahar, although students get social

support, academic burnout can occur due to various factors, especially persistent academic pressure with too high expectations. Although social support can help adapt to these pressures, social support alone may not be sufficient to prevent burnout if academic demands exceed students' abilities. This in line with research by Liu & Cao (2022), which states that social support does not directly influence academic burnout, but it does indirectly affect it through the pathway of resilience. Sarafino & Smith (2014) also state that social support acts as a buffering effect, which means that the impact of social support is influential when students are in stressful situations. When academic pressure is still tolerable, the impact of social support is less significant.

Another finding of this study is that the exhaustion dimension of academic burnout has a significant negative correlation with social support. These results are in line with the findings by Li et al. (2018), where social support is negatively related to exhaustion among students in Shanghai, China. Social support contributes to increasing self-esteem in students; thus, academic achievement will increase and perceived exhaustion will decrease. Another discovery outlined in this research is that the reduced of academic efficacy dimension has a significant positive correlation with social support. These results are in line with the findings by Akanni & Oduaran (2018), who found that academic efficacy is able to increase student confidence in completing academic demands. Students with low academic efficacy will lack confidence, doubt themselves, and avoid assignments given, which triggers academic burnout (Permatasari et al., 2021). A study by Chen et al. (2023), also found that academic efficacy is

positively related to social support; students with high academic efficacy believe that they can achieve their goals.

According to the researchers, while social support alone may not consistently exhibit a strong correlation and may not solely predict academic burnout, it can contribute to mitigating academic burnout when combined with other factors. Based on informal interviews with Padjadjaran University nursing students, they seem to be quite aware of academic burnout. Thus, when the initial phase of burnout, namely exhaustion, sets in, they are not hesitant to seek effective coping mechanisms.

The limitation of this research that needs to be considered is that the data collection is done using self-report through online platforms, specifically Google Forms, without direct observation. This method may cause a social desirability bias among respondents. This social desirability bias is the tendency of individuals to falsify answers in response to sensitive questions in order to appear favorable to others (Teh et al., 2023).

CONCLUSION

It can be concluded from this study that most respondents experienced academic burnout in the moderate category (90.3%) with high social support (60.5%). The results of the correlation analysis test show that social support is very weakly negatively correlated with academic burnout in undergraduate students of the Faculty of Nursing, Padjadjaran University, meaning that the higher the social support received, the lower the academic burnout that occurs. As for other findings of this study, the exhaustion dimension is negatively correlated with social support, while reduced

academic efficacy has a significant positive correlation with social support.

Based on the research results, researchers suggest that family can facilitate instrumental and emotional support. Lecturers can remind students about the importance of social support from friends, family, and teachers. Universities can create accessible resources for students' academic and mental support, for example provide interventions with a cognitive behavioral therapy approach to students who have a tendency to experience academic burnout to recognize feelings of academic burnout.

Future researchers are expected to identify or explore other predictors of burnout, such as self-concept, role conflict and ambiguity, and isolation, or identify ways to prevent and reduce burnout based on factors that have been identified in nursing students.

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