

## ORIGINAL ARTICLE

# The Relationship Between Social Support, Self Efficacy and Academic Stress With Burnout Undergraduate Nursing Student in Indonesia : A Cross Sectional Study

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## ABSTRACT

**Introduction:** Burnout is a condition in which individuals experience physical, mental, and emotional exhaustion. Burnout in students can be influenced by various factors, including social support, self-efficacy, and academic stress. This study aimed to determine the effect of social support, self-efficacy, and academic stress on undergraduate nursing students in Indonesia. **Methods:** This study was conducted using a cross-sectional study of undergraduate nursing students at Sukabumi, West Java, Indonesia. The sample in this study was 130 people nursing students in academic years 2020/2021. A simple random sampling technique was used to select participants. The questionnaire in this study was the Multidimensional scale of perceived social support (MSPSS), self-efficacy scale, Depression Anxiety Stress Scales (DASS), and School Burnout Inventory (SBI). Path analysis is used to determine the direct and indirect effect of the independent variable on the dependent variable. **Results:** Burnout is directly influenced by social support ( $b=-0.501$ ,  $p=0.000$ ), self-efficacy ( $b=-0.285$ ,  $p=0.000$ ) and academic stress ( $b=0.218$ ,  $p=0.003$ ). Burnout is influenced indirectly by social support through academic stress, self-efficacy, and academic stress. Self-efficacy affects burnout indirectly through academic stress. **Conclusion:** Social support, self-efficacy, academic stress can improve burnout.

**Keywords:** Burnout, Self-efficacy, Social support, Academic stress

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## INTRODUCTION

University students have higher-intensity academic tasks than school students (1). This is one factor contributing to students experiencing stress, physical and emotional tiredness, which is referred to as academic burnout (2). Burnout is a state of exhaustion caused by prolonged exposure to stressful conditions requiring strong emotional involvement (3). Student burnout is influenced by social support, self-efficacy, and academic stress (4,5). Academic stress decreases student performance in both male and female students. It is also associated with a decline in academic accomplishment. Academic stress that is not managed correctly can lead to learning delays and student dropout (6). The stress variable contributes to burnout. Burnout occurred when the amount and

quality of stressors experienced exceed the amount of time and resources available. The more stress students face, the greater their risk of burnout (7).

Academic stress is influenced by social support and self-efficacy. Students with strong social support are less likely to endure academic stress. They are more likely to adapt to campus life, survive, and achieve academic goals (8). A person's ideas about his ability to control his behavior significantly impact how he responds to stressful events. The poorer students' self-efficacy, the more likely they will procrastinate in completing the academic process (9).

Self-efficacy refers to an individual's expectation of how far he or she is capable of doing an action in specific situations (10). Self-efficacy helps students overcome obstacles since they have strategies and solutions to overcome them (11). Individuals with high academic self-efficacy will show seriousness, and high motivation to advance, learn, and accomplish (12).

Social support is also critical in preventing student burnout. Sarason describes social support as the presence, willingness, and concern of those who love us (13). Social support from teachers, friends, and family can help students who are bored of studying. Social assistance from others can help people overcome psychological difficulties more quickly and effectively. Social support helps people overcome obstacles and avoid burnout (14). Peer social support will lead individual conduct in ways that are direct aggression to address difficulties. The role of social support is to provide verbal encouragement in the form of praise to urge students to work harder on their assignments. Students with high social support will feel helped, excited, and cared for (15). This study aimed to determine the effect of social support, self-efficacy, and academic stress on undergraduate nursing students.

## MATERIALS AND METHODS

### Study design

This type of research was a cross-sectional study. This research will be conducted in Sekolah Tinggi Ilmu Kesehatan Kota Sukabumi. This study was approved by Research Ethics Committee No. III/86/KEPK-SLE/STIKEP/PPNI /JABAR/VIII/2021

### Sample

The population study was undergraduate nursing students of STIKes Sukabumi for the academic year 2020-2021 with a sample of 130 people using a simple random sampling technique. Respondents will be recruited during the period of March-June 2021. The inclusion criteria for this study are students who are willing to be research samples.

### Measures

There were four instruments used in this study: social support (MSPSS), self-efficacy scale, academic stress using depression anxiety stress scale (DASS), and school burnout index (SBI). The researcher met with potential sample participants and obtained their consent to participate. Participants have completed a questionnaire that will assess their demographic characteristics, including their age, gender, and Grade Point Average (GPA), as well as their social support, self-efficacy, academic stress, and burnout.

### Data analysis

Data analysis in this study used descriptive statistical analysis to describe each category of respondent characteristics. Descriptive analysis is also used for univariate analysis of research variables, including social support, self-efficacy, academic stress, and burnout. Inferential statistical analysis was used path analysis.

## RESULTS

The average age of the respondents is 22.5. Most of the respondents were women, as many as 77 people (59.2%), most of the respondents' GPA was between 3.00-3.25 as many as 103 people (79.2%) (Table I).

The average value on social support is 62.16 (14,582), the average value on self-efficacy is 141.87 (12,752), the average value on academic stress is 139.92 (21,217), the average value on burnout is 30.07 (5,137) (Table II). Social support has an indirect effect on the quality of life through academic stress ( $b=-0.132$ ), through self-efficacy ( $b=-0.082$ ), through self-efficacy and academic stress ( $b=-0.009$ ) (Table III).

Figure 1 shows that social support has a direct effect on burnout ( $b=-0.501$ ,  $p=0.000$ ), academic stress ( $b=-0.608$ ,  $p=0.000$ ) and self-efficacy ( $r=0.289$ ,  $p=0.001$ ). Self-efficacy also directly affects burnout ( $b=-0.285$ ,  $p=0.000$ ) and academic stress ( $b=-0.149$ ,

**Table I : Characteristics of respondents (n=130)**

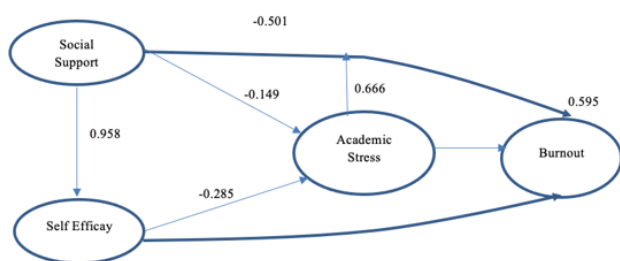
Characteristics	n	%
Age (years), Mean $\pm$ SD	22.5	
Gender		
Man	53	40.8
Woman	77	59.2
GPA		
3.00-3.25	103	79.2
3.26-3.50	26	20.0
3.51-4.00	1	0.8

**Table II : Univariate analysis of research variables**

Variable	Mean	SD	Mini-mum	Maxi-mum
Social support	62.16	14.58	40	83
Self-efficacy	141.8	12.75	117	169
Academic Stress	139.9	21.21	101	179
Burnout	30.07	5.13	17	38

**Table III : Direct effect, indirect effect and total effect of independent variables on college student burnout**

Variables	Direct effect	p-value	Indirect Effect	Total Effect
Social Support	-0,501	0.000	$(-0.608 \times 0.218) + (0.289 \times -0.285) +$ $0.289 \times -0.149 \times 0.218)$	-0.233
Self-efficacy	-0,285	0.000	$(-0.149 \times 0.218)$	-0.032
Academic Stress	0.218	0.003		0.218



**Figure 1.** Path analysis model of college student burnout

**Figure 1 :** Path analysis model of college student burnout.

$p=0.033$ ). Meanwhile, academic stress directly affects life burnout ( $b=0.218, p=0.003$ ).

**DISCUSSION**

The findings indicated that academic stress affected student burnout. According to (7) research, stress is highly associated with burnout in students. Lina (16) also found that role stress has an impact on student burnout. Another study, (17) found that academic stress is linked to poor sleep quality via school burnout and depression. Academic stress can affect performance, coping mechanisms, and health (17). Academic stress is every day among students. Academic stress is one of the stressors that help people actualize and adapt. However, individual disparities in reaction and emotional regulation abilities are undoubtedly a worry in this regard (18). Alazayyat and Algamal found that people might react positively or negatively to stressors (7). Several things could lead a student to get stressed. These include course load, degree requirements, exams, assessments, and class-load expectations (19).

Self-efficacy had a substantial effect on student burnout. These findings corroborate (20) research, which indicates that self-efficacy significantly affects burnout. Andi (5) indicated that self-efficacy influences burnout. The student’s confidence can

influence student burnout in their abilities. The results demonstrated that self-efficacy reduced academic stress. This is in line with previous findings that self-efficacy affects student academic stress (21). Burnout in students arises due to psychological factors such as attendance, homework, and exams. These educational practices exhaust students, make them pessimistic and cause some to drop out (22). Self-efficacy is essential in preventing student burnout since it reduces the impacts of stress (23). Higher levels of self-efficacy are connected to increased effort, persistence, and resilience. People with high efficacy beliefs can minimize their stress and anxiety by doing better tasks (6).

The findings indicated that social support affected student burnout. (22) report that social support is inversely associated with student burnout. Gungor (24) states that social support negatively influences student burnout. Kim (25) also found a connection between social support and student burnout. Adequate social support can help people see the situation positively (22). Social support is thought to buffer an individual’s interaction with stressors like assignments, exams, academic demands, and tensions like burnout. Social support helps those in need cope with stressful issues that are already in their lives. Social support can undoubtedly shield individuals from the harmful consequences of the stressors they endure, one of which is perceived exhaustion (26).

The results demonstrated that social support reduced stress and reduced burnout. Previous studies stated that social support could help reduce academic stress, especially for students (27,28). Social support is one of the factors that contribute to academic stress. Social support might include perceived social resources such as friend and family support (29). A lack of social support exacerbates academic stress. Social support can assist students in times of need, improve their quality of life, and cultivate the fortitude necessary to compete in a competitive world (30).

The study’s limitations include the fact that it covered only one cohort of students from a single university, which may not represent other nursing students in

Indonesia. A longer time between waves involving a period of rigorous clinical practice between academic years might have provided more insight into the correlations among the factors evaluated. Additional time waves would be desirable. Also, no baseline data on psychological morbidity, psychological help, or psychotropic medication were collected. Future research could include these variables and baseline measures.

## CONCLUSION

Self-efficacy and academic stress can reduce burnout. This research has implications for the advancement of psychiatric nursing practice, particularly in student burnout, which is connected with social support, self-efficacy, and academic stress. The low attrition of nursing students in Indonesia is something to be delighted of. However, it may also reveal several psychological faults that require careful examination. There is no point in preparing someone to work in a healthcare system if they enter as a casualty. The study identified the need to perform a more inclusive research study of nursing students in Indonesia. This might be done by surveying the same group of students over a lengthy period of time to find out how many graduated and how many began working as nurses.

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