

Psychological Well-Being and Student Academic Burnout

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Abstract

Psychological well-being is an important aspect for students that needs to be considered in the current situation, which in fact many are faced with academic burnout. This research was conducted with the aim of knowing the relationship between psychological well-being and student academic burnout. The research design used is correlation, with a research sample of 180 students. The sampling technique used is proportional random sampling. Collecting data using psychological well-being scale and academic burnout scale. The data analysis technique used is Pearson's product moment. The results showed that psychological well-being has a negative relationship with academic burnout. This means that the higher the psychological well-being of students, the lower their academic burnout. These findings can be used as a basis for universities to provide mental health services needed by students and lecturers needed to assist students in providing guidance and counseling services.

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1. Introduction

Psychological well-being has become an interesting issue to discuss recently. This is because psychological well-being is related to the fulfillment of life satisfaction and individual happiness. Psychological well-being is an interesting issue because it supports individuals in achieving happiness, life satisfaction in the midst of unpleasant situations, and developing (Aydin, 2020; Bhat, 2021; Muqodas et al., 2020). The statement implies that psychological well-being is one of the important aspects that have an impact on life satisfaction and individual life happiness. Psychological well-being is a key aspect in an individual's mental health as it involves maintaining a meaningful life purpose, developing quality relationships with others, and striving for personal development (Bingöl & Batik, 2018; Peñacoba, Garvi, Gómez, & Álvarez, 2020; Tunç, 2020). That is, psychological well-being is related to the way individuals develop themselves in a better direction based on the life goals they have.

Individuals who have good psychological well-being are able to deal with pressure consciously, have no academic worries, and adapt to difficult situations experienced (Asici, 2021; Eskisu, 2021). This shows that psychological well-being is owned by individuals when they are able to face and adapt to unfavorable situations. Psychological well-being has six dimensions, namely positive relationships with others, self-acceptance, personal growth, autonomy, environmental management, and life goals (Can, Poyrazli, & Pillay, 2021; Kaya & Çenesiz, 2020; Ryff & Keyes, 1995). Individuals with good psychological well-being are able to develop these six dimensions well. Conversely, individuals who do not have good psychological well-being in themselves, are unable to think positively about the situation they are experiencing, are aggressive and have low self-confidence (Hussein Alkhatib, 2020; Kirkbir, 2020). This

shows that psychological well-being can be achieved well when individuals are able to face an unfavorable situation positively and have the confidence to go through the situation.

One of the unfortunate situations is academic burnout. Currently, academic burnout is a serious problem because it is related to adjustment and individual psychological health, and can have an impact on decreasing academic performance (García-Izquierdo, Ríos-Risquez, Carrillo-García, & Sabuco-Tebar, 2018; M. Y. Lee & Lee, 2018; Vinter, 2021). Academic burnout has a significant impact on the psychological and academic life of individuals in the future. Individuals who experience academic burnout are shown by maladaptive coping, low involvement in achieving goals, and pessimism to complete academic tasks (Chang, Lee, Byeon, Seong, & Lee, 2016; Chang, Seong, & Lee, 2020; Vizoso, Arias-Gundín, & Rodríguez, 2019). This shows that individuals who have academic burnout are caused by maladaptive behavior. Meanwhile, individuals with low academic burnout are indicated by having positive self-confidence, internal assessment and self-regulation (Bikar, Marziyeh, & Pourghaz, 2018; Salgado & Au-Yong-Oliveira, 2021). This is because individuals are able to face academic demands, are optimistic, have academic interests, and have good personal development.

Özhan and Yüksel (2021) stated that an increase in student academic burnout can have a negative impact on their psychological well-being. The psychological well-being of individuals is also influenced by the academic burnout experienced during learning in college. Montoya and Summers (2021) added that academic burnout can also have an impact on the stability of the resulting academic performance. This shows that burnout affects the stability of academic performance and in the end can also affect the psychological well-being of students. Therefore, counselor need to understand the relationship between psychological well-being and academic burnout.

An understanding of the relationship between psychological well-being and academic burnout is important to study, so that counselor can provide the guidance needed to overcome student problems (Castellanos, 2018). The academic problems of students in higher education are currently in the spotlight that deserves to be studied because they are being faced with unexpected conditions. One of these conditions is the application of learning from offline to online. These problems include academic stress (Cornilla & Maureen, 2021), rarely discuss (Peck, 2021), collaboration and problem solving skills (Chai & Subramaniam, 2021), teacher readiness in providing subject matter and utilizing learning media (Basar, 2021), and well-being (Anis, Calia, Demir, Doyran, & Hacifazlioglu, 2021). If this problem is not handled by a college counselor, it will lead to academic burnout and it is possible to cause psychological welfare for students in the future. Therefore, counselor can take advantage of the results of this study to develop a guidance and counseling program that can improve students' psychological well-being, especially related to academic burnout.

This study aims to determine the relationship between academic burnout and psychological well-being of students. Academic burnout has an impact on the psychological well-being of students in the future. The inability of students to deal with academic pressures and demands affects the stability of academic performance, as a result, the psychological well-being of students in higher education is not optimal.

2. Method

The research design used was correlation, with the aim of knowing the relationship between psychological well-being variables and student academic burnout. Correlation research is one type of non-experimental research that does not allow researchers to intervene on variables (Akkaya & Kapıdere,

2021; Delgado-Gonzalez & Herrera-Rivas, 2021; Zaiyar, Rusmar, & Yuniarti, 2020). That is, in correlation research, experiments are not applied in obtaining research data. The steps of this research include: (1) defining conceptually and operationally the variables studied, (2) compiling a grid of research instruments based on theoretical studies of the variables studied, (3) compiling research instruments, namely the psychological well-being scale and the academic burnout scale, (4) analyzing research data, (5) providing interpretations and conclusions of research results.

The sample of this study was 180 students in the first semester of class 2021, both from the faculties of science and technology and non-science, and were selected using the proportional random sampling technique. Data collection uses a psychological well-being scale developed based on theory Ryff and Keyes (1995) and the academic burnout scale developed based on the theory by Schaufeli et al. (2002). Furthermore, the theoretical studies that have been carried out are translated into indicators for each variable. Indicators of psychological well-being, consisting of: (1) accepting one's own strengths and weaknesses, (2) improving self-quality from time to time, (3) having a purposeful life goal, (4) establishing harmonious relationships with others, (5) choose the environment according to personal needs, and (6) independence in living life. Meanwhile, indicators of academic burnout include: (1) emotional exhaustion, (2) reluctance to study, and (3) decreased personal achievement.

The results of the validity and reliability test of the scale using Cronbach's Alpha, indicate that the reliability value of psychological well-being is 0.935 with 35 valid items, and the reliability value of academic burnout is 0.966 with 34 valid items. The data analysis technique used Pearson Product-Moment, to determine the relationship between psychological well-being variables and academic burnout. This is in accordance with the opinion which states that Pearson's product moment is used to determine the relationship between variables (Erarslan, 2021; Rudd & Honkiss, 2019).

3. Results

3.1. Descriptive Analysis Results

The results of the descriptive analysis of the two variables, namely student psychological well-being and academic saturation are presented on Table 1.

Table 1. Results of Descriptive Analysis of Student Psychological Welfare

| No | Level | Range | Amount | Percentage (%) |
|----|-----------|---------|--------|----------------|
| 1 | Very high | 155-175 | 7 | 4 |
| 2 | Tall | 134-154 | 73 | 41 |
| 3 | Low | 113-133 | 91 | 51 |
| 4 | Very low | 92-112 | 9 | 5 |

The results of the descriptive analysis of student psychological well-being presented in table 1 show that most students have low or even very low psychological well-being, this is indicated by a percentage score of 56%. Forty-five percent of students have high and very high psychological well-being. Table 2 presents the level of student academic saturation which shows different results. Only 27% of students have high and very high academic saturation. The rest, 72% of students have low and very low academic saturation.

Table 2. Results of Descriptive Analysis of Student Academic Saturation

| No | Level | Range | Amount | Percentage (%) |
|----|-----------|---------|--------|----------------|
| 1 | Very high | 111-134 | 7 | 4 |
| 2 | Tall | 87-110 | 42 | 23 |
| 3 | Low | 63-86 | 105 | 58 |
| 4 | Very low | 39-62 | 26 | 14 |

3.2. Normality Test Results

The results of the normality test presented in **Error! Reference source not found.** show that the data is normally distributed. This can be seen from the significance value of Asymp. Sig (2-tailed) of 0.089 which is greater than 0.05, so that further analysis can be carried out.

Table 3. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|---------------------------------|------------------------|-------------------------|
| N | | 180 |
| Normal Parameters ^{ab} | Mean | .0000000 |
| | Std. Deviation | 10.55459734 |
| Most Extreme Differences | Absolute | .062 |
| | Positive | .062 |
| | Negative | -.048 |
| | Test Statistic | .062 |
| | Asymp. Sig. (2-tailed) | .089 ^c |

3.3. Linearity Test Results

The results of the linearity test presented on Table 4 show that there is a linear relationship between the variables of academic saturation and psychological well-being. This can be seen from the significance value of Asymp. Sig (2-tailed) of 0.427 which is greater than 0.05. This means that further analysis can be carried out.

Table 4. Linearity Test Results

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|----------------------------|----------------|--------------------------|----------------|-----|-------------|--------|------|
| Well-being * saturation | Between Groups | (Combined) | 9093.884 | 59 | 154.134 | 1.392 | .065 |
| | | Linearity | 2438.263 | 1 | 2438.263 | 22.024 | .000 |
| | | Deviation from Linearity | 6655.621 | 58 | 114.752 | 1.037 | .427 |
| | Within Groups | | 13284.894 | 120 | 110.707 | | |
| | Total | | 22378.778 | 179 | | | |

3.4. Correlation Test Results

Table 5 shows that the psychological well-being of students has a significant relationship with academic saturation, indicated by a significance of $0.000 < 0.05$ and a Pearson correlation value of -0.330 . This means that the relationship between student psychological well-being and academic burnout is negative, so the higher the psychological well-being of students, the lower the academic saturation, and vice versa.

Table 5. Correlation Results of Psychological Well-Being with Student Academic Saturation

| | | Psychological Wellbeing | Academic Burnout |
|-------------------------|---------------------|-------------------------|------------------|
| Psychological Wellbeing | Pearson Correlation | 1 | -.330** |
| | Sig. (2-tailed) | | .000 |
| | N | 180 | 180 |
| Academic Burnout | Pearson Correlation | -.330** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 180 | 180 |

** . Correlation is significant at the 0.01 level (2-tailed).

4. Discussion

Psychological well-being among students is an important aspect to pay attention to. Not only psychological well-being, but today's student academic saturation can be a determinant of how psychological well-being is. Some of the negative consequences of academic burnout include disrupting students' mental health and causing stress due to discomfort in their academic field (Chang et al., 2016; Rehman, Bhuttah, & You, 2020). Students with low psychological well-being will certainly interfere with their academic activities, even have low social interaction and a decreased GPA, on the other hand students who have high psychological well-being will feel comfortable, understand interests, have social interaction and good academic achievement (Eisenberg, Hunt, & Speer, 2013; Koo, Kim, Lee, & Nyunt, 2021). Psychological well-being of students can be influenced by race, ethnicity, gender, age, and also certain conditions, for example students with special needs (Koo, 2021). For example, students from minorities on campus have experienced bad treatment and discrimination from their peers, then this will certainly have a negative impact on their psychological well-being. When psychological well-being is poor, academic saturation will increase.

Students' psychological well-being is one of the important factors for academic activities that determine student success. The students' optimistic attitude and low psychological pressure can improve their psychological well-being (Burris, Brechting, Salsman, & Carlson, 2009). Even when students are actively involved in various activities on campus, it can have a positive influence on their psychological well-being (Kilgo, Mollet, & Pascarella, 2016). Students who can achieve academic goals that they set themselves are predicted to have high psychological well-being. Thus it can be said that students are able to pursue their desires, have high life satisfaction, always have a positive influence and progression (Bhat, 2021; Boudreaux & Ozer, 2013; Davis & Hadwin, 2021). High psychological well-being also occurs in students who can manage their learning activities, because several components of psychological well-being are growth and development, achievement of life goals, and self-regulation (Davis & Hadwin, 2021; Ryff & Singer, 1998).

Understanding the problem of student psychological well-being is important. By understanding students' psychological well-being issues, counselors can help students to increase self-awareness, engagement and can lead to academic success. Students who have low psychological well-being can increase their involvement in academic activities. The high psychological well-being of students is able to help make them achieve their goals, be actively involved in activities and be able to face challenges. This can happen because students review perceptions of assignments or correct unachieved goals, plan goals and reflect on goals, assess engagement and make changes (Davis & Hadwin, 2021).

Individuals who have good psychological well-being means that they are able to express their potential, see their life as more meaningful and can face various problems (Telef, Uzman, & Ergün, 2013). Problems faced by individuals in new conditions to adapt have an impact on psychological fatigue and affect performance productivity. This becomes important to achieve happiness in work life. Psychological well-being will contribute to the development of positive behavior and commitment. Individuals with high commitment are considered as individuals who are able to demonstrate positive behavior by identifying and demonstrating performance that is in line with goals, both in performance and socially, so that it has an impact on improving the quality of life (Yalçın, Akan, & Yıldırım, 2021).

Psychological well-being can be conceptualized as related to emotional, physical, cognitive, spiritual, personal and social development (Roothman, Kirsten, & Wissing, 2003). Psychological well-being provides information about the way individuals see themselves and the characteristics of life (Bingöl & Batık, 2018). Psychological well-being views that every individual has a positive perception of himself. Individuals are able to realize their limitations and always develop and maintain warm and trusting social relationships. Individuals who have good psychological well-being can also adapt to the environment to meet their needs and desires. In addition, individuals with high psychological well-being always develop independent behavior without depending on others, try to find meaning and purpose in life and realize their potential or abilities and continue to develop them (Keyes, Shmotkin, & Ryff, 2002).

One of the reasons for exploring the psychological well-being of students is the campus climate (Koo, 2021). Campus climate is the overall feel of the campus environment which includes the structure, institutional policies, services available and the relationships and interactions between lecturers, staff and students (Hurtado et al., 1998). Campus climate is an important factor that influences a student's academic journey from the beginning, the transition period, until complete his studies (Hurtado & DeAngelo, 2012). The view of the campus climate is very dependent on the circumstances of the students. For students who are able to adjust and get good treatment, they consider the campus climate to have a positive impact on their psychological well-being, and vice versa (Iacovino & James, 2016; Rankin & Reason, 2005).

Psychological well-being of students can be influenced by locus of control, social relations, leisure activities, cognitive abilities and gender (Cenkseven & Akbaş, 2007). Psychological well-being also has an important role as an intermediary in the relationship between emotional stress and attention (Baroni, Nerini, Matera, & Stefanile, 2018). Indirectly, psychological well-being can be improved if individuals also increase skills and unconditional self-acceptance. In line with the results of research conducted by Bingöl and Batık (2018), that the need to develop intervention programs to improve psychological well-being for prospective teachers. This is because the psychological well-being of teachers plays an important role in the development of students. Therefore, the psychological well-being of students needs to be considered in order to produce qualified teacher candidates.

The results of the study stated that there was a relationship between the psychological well-being of students and academic burnout. When students have a lot of task demands, are in the final semester, and have a lot of activities or activities that can trigger stress and pressure (Stoliker & Lafreniere, 2015). This shows that academic demands and academic pressure can cause students' psychological well-being to decrease. This condition can occur because students have a feeling of not being able to face academic, social and personal challenges (Lin & Huang, 2014). It is this feeling of inadequacy that causes a decline in students' health and has an impact on their well-being. Stoliker and Lafreniere (2015) Adding to that, student academic saturation can be associated with decreased health, psychological well-being, and even

lead to discontinuation of studies. Of course, this has a negative impact on the academic activities of students in higher education.

The college students who are capable of achieving fundamental psychological needs show a number of characteristics, namely: autonomous, competent, have a sense of connection to school, and supportive relationships with peers, and have a low level of academic saturation (Alós Cívico, Acedo, Maldonado Herves, & Moreno Osella, 2021; Kim et al., 2021; Özhan & Yüksel, 2021).

Students who can fulfill their own destiny and get support from their peers will be connected to the academic situation at school thereby encouraging the improvement of students' psychological well-being. If psychological well-being has been met, then the basic psychological needs of students will be met. The high rate of change causes the emergence of situations of academic fatigue, stress, and low motivation, so that psychological well-being decreases (Yalçın, Akan, & Yıldırım, 2021). This condition indicates that psychological well-being can decrease due to changes in life that continue to occur, causing individuals to experience fatigue, stress, and decreased motivation. Thus it can be said that academic stress, lack of autonomy, competence, a sense of connectedness to school, and peer support can cause academic burnout due to a lack of sense of being connected to school, so that students' psychological well-being becomes problematic.

The findings that have been presented indicate that efforts are needed to reduce academic burnout and improve the psychological well-being of students in higher education. Universities should provide mental health services needed by students. This is useful for assessing and overcoming students' emotional exhaustion problems as a result of academic burnout (Lee, Huang, Rahman, Yu, & Wu, 2020). This service can be provided by counselors through guidance and counseling services to students to overcome academic burnout and increase psychological well-being in higher education.

Eva, Shanti, Hidayah, and Bisri (2020) states that counselors can help provide guidance and counseling services in universities to solve problems in the development of personal-social aspects of students so that they are more prosperous in the future. This is intended as a form of social support provided by counselors to help overcome the problem of academic burnout and improve students' psychological well-being in the future. In addition, counselors are also expected to be able to provide stress management services (Castellanos, 2018). Stress management services are needed by students in dealing with increasing academic burdens and pressures. Through stress management services, it is hoped that student resilience can improve.

5. Conclusion

Psychological well-being has a relationship with academic burnout. The higher the psychological well-being, the lower the level of academic saturation, and vice versa. Psychological well-being is also influenced by the campus climate. For students who can adjust well wherever they are, they will have good psychological well-being. In addition, psychological well-being can be viewed from optimal self-regulation, having self-awareness, and knowing one's abilities and limitations. Students who have psychological well-being will be able to achieve goals and have a meaningful life. Therefore, to realize psychological well-being among students, one way that can be taken is to help reduce academic burnout. For students who feel unable to face academic demands and challenges, feel hopeless, they need to be given intervention in order to overcome these academic problems and achieve psychological well-being in the future.

Universities can provide mental health services needed by students to overcome personal-social problems during their education. In addition, universities can also provide counselors for students to help overcome the problem of academic burnout and improve psychological well-being. Future researchers, can use the results of this study to provide appropriate intervention services in overcoming academic boredom and improving students' psychological well-being.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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Kesejahteraan Psikologis dan Kejenuhan Akademik Mahasiswa

Kata kunci

Kesejahteraan Psikologis;
Kelelahan Akademik;
Korelasi;
Mahasiswa

Abstrak

Kesejahteraan psikologis merupakan salah satu aspek penting bagi mahasiswa yang perlu diperhatikan ketika mereka menghadapi situasi yang kurang menguntungkan, salah satunya kejenuhan akademik. Penelitian ini dilakukan dengan tujuan untuk mengetahui hubungan antara kesejahteraan psikologis dengan kejenuhan akademik mahasiswa. Rancangan penelitian yang digunakan korelasi, dengan sampel penelitian sebanyak 180 mahasiswa. Teknik pengambilan sampel menggunakan *proportional random sampling*. Pengumpulan data menggunakan skala kesejahteraan psikologis dan skala kejenuhan akademik. Teknik analisis data yang digunakan adalah *pearson product moment*. Hasil penelitian menunjukkan bahwa kesejahteraan psikologis memiliki hubungan negatif dengan kejenuhan akademik. Artinya semakin tinggi kesejahteraan psikologis mahasiswa, maka semakin rendah kejenuhan akademiknya. Temuan ini dapat menjadi pijakan bagi perguruan tinggi untuk memberikan layanan kesehatan mental yang dibutuhkan mahasiswa dan dosen konselor yang dibutuhkan untuk membantu mahasiswa dalam memberikan layanan bimbingan dan konseling.