

Conference Paper

The Relationship Between Self-esteem and School Engagement with Academic Burnout Among Nursing Students in Sukabumi

Lia Novianty^{1*}, Faridah Mohd Said², Nisha Nambiar²¹Sekolah Tinggi Ilmu Kesehatan Sukabumi, Indonesia²Faculty of Nursing, Lincoln University Collage Malaysia**Abstract.**

The inability to handle lectures efficiently makes students vulnerable to academic burnout. To reduce the incidence of academic burnout in students, it is very necessary to strengthen internal and external factors, based on the theory that factors such as self-esteem and student engagement can reduce academic burnout in students. This study aims to determine the effect of self-esteem and school engagement on academic burnout of nursing students. This type of research is correlational with the cross-sectional approach. A sample of 196 undergraduate nursing students of STIKes Sukabumi with a sampling technique using stratified random sampling. The data collection tool uses the Rosenberg self-esteem scale (RSES), school engagement measure (SEM) and Maslach Burnout Inventory-Student Survey (MBI-SS) questionnaires. Statistical analysis uses multiple linear regression. The results showed that there was a significant negative influence of self-esteem on academic burnout (p-value of 0.000), school engagement on academic burnout (p-value 0.000), and there was a simultaneous influence of self-esteem and school engagement on academic burnout of students (p-value 0.000). Engagement has an influence on students academic burnout both partially and simultaneously. The educational institution provides counseling to students to increase self-esteem and school engagement to avoid academic burnout.

Keywords: *Academic Burnout, Self Esteem, School Engagement, Student*

1. Introduction

The world of lectures is synonymous with students and coursework consisting of various types of assignments, such as making papers, research, presentations, case analysis, and so on. The forms and ways of working on coursework also vary, namely it can be in the form of group assignments or independent assignments. The large number of demands on students causes students to experience burnout (1). The same thing is that students who are studying are required to carry out various lecture processes and

Corresponding Author: Lia
Novianty; email:
lianovianty@dosen.
stikesmi.ac.id

Published 4 August 2023

Publishing services provided by
Knowledge E

© Lia Novianty et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICH SSE Conference Committee.

 OPEN ACCESS

complete academic tasks and get performance assessments, namely evaluation and improvement of study levels (2).

Burnout is a feeling of helplessness caused by stress in the long term to cause a very drop in physical, emotional and mental conditions. Academic burnout is a form of negative emotional response and is felt constantly so that it affects academic appearance, one of which can be a feeling of burnout (3). A person who experiences burnout will experience biological system disorders, one of which is fatigue, so that symptoms such as emotional, apathetic, depressed, irritable, boredom, and lack of self-confidence appear. Meanwhile, the impacts that occur within the scope of the social system, one of which will keep someone who experiences burnout from their social environment (4).

The causes of burnout as stated by Leiter & Maslach include workload, control, reward, community, value, and fairness (5). Burnout can be influenced by various factors, both internal and external factors. Zhang, Gan, & Cham, explained that individual factors and the external environment are the main causes of burnout in college students. These individual factors are related to personality characteristics, such as self-efficacy, locus of control, and trait-anxiety, and self-esteem. Meanwhile, external environmental factors come from the demands of so many studies (6). Meanwhile, the research conducted (7) stated that there are several predictor factors for students experiencing academic burnout, namely irregular physical activity, excessive workload and low empathy.

The many factors that could lead to academic burnout in students can make it difficult for them to participate in lectures. Students must have good self-esteem to overcome these issues and prevent academic burnout (8). Self-esteem is characterized as an entire self-evaluation that reveals a person's feelings, thoughts, and perspectives on himself in which they believe they are competent, significant, successful, and deserving (9)

Self-esteem is one of the factors that can affect the high or low burnout in students. High self-esteem has been associated with positive individual characteristics such as initiative, strong coping skills, self-confidence, dignity, perseverance in the face of challenges and positive feelings of self-esteem (8). People who can judge themselves can develop their self-esteem in a positive way. Conversely, for people who judge themselves negatively can develop low self-esteem (10).

Self-esteem is able to contribute in dealing with student burnout. Self-esteem has been defined as an overall self-assessment, which indicates the extent to which an individual believes that he is capable, meaningful, and successful (11). Self-esteem is a

representation of the self from the student's internal point of view of himself. Students with a positive point of view certainly have confidence that they are full of potential and worthy of success in pursuing education, but on the contrary, students who have a negative view of themselves tend to be pessimistic so that students feel that whatever task is given will be considered a meaningful burden and in the end can cause academic burnout (12).

Non-fulfillment of self-esteem can cause a person to find it difficult to achieve his goals. In students who have low self-esteem, it will affect the admission process conditions and situations as students, which basically as students are certainly required to complete various tasks, but in the end students will consider this as a very difficult process to go through and cause burnout (13). Therefore, high self-esteem is needed to be able to influence the decrease in burnout in students. This is the same as the results of research that explains that self-esteem plays a role in influencing burnout in students (10,14).

In addition, the school engagement factor can also affect burnout in students. Fredricks et al mentioned that stressful situations that have the potential to cause burnout can also be overcome by positive feelings, attitudes and behaviors towards academic demands. These three positive components are known as school engagement (15). Students with a high level of school engagement are those who have a continuous understanding of their learning objectives on campus. The better the attitudes, behaviors, and cognitive that students show on academic demands can reduce the potential for students to experience burnout (16). This is in line with the research results of Nurlaili (2021) and the research results of Wang et al (2021), stating that school engagement has an effect on student burnout (5,17). This study aimed to determine the effect of self-esteem, school engagement and academic burnout on undergraduate nursing students.

2. Research Methods

2.1. Study design

This type of research is correlational with the Cross Sectional approach. The research was conducted at STIKes Sukabumi

2.2. Sample

The population in this study was undergraduate nursing students of STIKes Sukabumi with a sample of 196 people using stratified random sampling techniques. The inclusion criteria for this study are students who are willing to be research samples

2.3. Instrument

There were three instruments used in this study: Rosenberg Self-Esteem Scale (RSES) questionnaire for self-esteem, School Engagement Measure (SEM)-MacArthur to measure school engagement and Maslach Burnout Inventory-Student Survey (MBI-SS) to measure student burnout.

2.4. Data collection procedure

Data collection in this study was obtained by using a questionnaire. The researcher met with participants to sign the informed consent. Participants filling out the questionnaire starting from the characteristics of the respondents which include gender and Choice of Major, as well as their self-esteem, school engagement and academic burnout.

2.5. Data analysis

Data analysis techniques in univariate analysis use mean values in each variable, in bivariate analysis using simple linear regression analysis, in multivariate analysis multiple regression analysis is used.

3. Results

The results of this study can be seen in table 1, showing that most of the respondents are female, (78.1%), most respondents choose majors according to interests (85.7%), most of the respondents are 2nd semester students (44.4%). The average value of the self-esteem variable is 27.80 (9.20), the average value of the school engagement variable is 54.47 (15.78), the average value of the burnout variable is 65.68 (17.38), can be seen

in table 2. Then the results of this study showed that self-esteem affects burnout ($b=-1.838$, $p=0.000$, $R^2=0.947$), and school engagement affects burnout ($b=-1.043$, $p=0.000$, $R^2=0.896$), listed in table 3.

Simultaneous influences can be seen in table 4, showing that self-esteem and school engagement simultaneously affect burnout ($p=0.000$, $R^2=0.977$ with regression equation $Y=121.850+(-0.426)X1+(-1.186)X2$).

TABLE 1: Characteristics Of Respondents.

Characteristics	f	%
Gender		
Woman	153	78,1
Man	43	21,9
Choice of Major		
As Per Interest	168	85,7
Not In Accordance with Interests	28	14,3
Semester		
2	87	44,4
4	40	20,4
6	44	22,4
8	25	12,8

TABLE 2: Univariate Analysis Of Research Variables.

Variable	Mean	Standard Deviation (SD)	Min	Max
Self Esteem	27,80	9,201	14	48
School Engagement	54,47	15,784	24	73
Academic Burnout	65,68	17,381	30	97

TABLE 3: Simple Linear Regression.

Variables	P-Value	Unstandardized Coefficients B		R	R ²
		Constant	Variables		
Self Esteem	0.000	116.758	-1.838	0.973	0.947
School Engagement	0.000	122.476	-1.043	0.947	0.896

4. Discussion

Based on the results of the study, it shows that there is an influence of self-esteem on student academic burnout. The results of this study are in line with Maharani research

TABLE 4: Multiple Linear Regression.

Variables	P-Value	Unstandardized Coefficients B	R	R ²	P-Value Anova
(Constant)		121.850	0.989	0.977	0.000
Self Esteem	0.000	-0.426			
School Engagement	0.000	-1.186			

(2019) that there is a relationship of self-esteem to student burnout. The results of this study are supported by Pratama, (2020) that self-esteem affects student burnout (4,12).

Self-esteem is an evaluation carried out by the individual and the habit of judging himself, especially the attitude of accepting, rejecting, and an indication of the magnitude of the individual's confidence in ability, significance, success and reward (19). Students who have high self-esteem are easy to perform academic requirements such as coursework that will make academic burnout in individuals low (16). The same thing also mentions that positive self-esteem can reduce the academic burnout experienced by students (20). On the contrary, individu who has low self-esteem yang then his coping ability is limited it causes psychological pressure and difficulty in dealing withevents that can trigger stress and cause the appearance of emotional exhaustion which is an early manifestation of burnout. Meanwhile, students who have low self-esteem will affect the learning process, especially on learning achievement and this can cause academic burnout in students (21).

Self-esteem is closely related to the incidence of academic burnout in students. Individuals with high self-esteem, tend to be confident in dealing with social situations and confident in handling academic tasks so that they will not experience academic burnout (10). Another study mentioned the opposite that nursing students, especially men, are more likely to have low self-esteem, causing pressure or burden on students (22), which has an impact on the onset of depression in students with low self-esteem (23).

Based on the results of the study, it shows that there is a relationship between school engagement and academic burnout of students. The results of this study are in line with the research of Arlinkasari & Akmal, (2017) that there is a relationship between school engagement and academic burnout of students ((15). The results of this study are supported by Nurlaili, (2021) that there is a relationship between engagement and academic burnout of students (5). Research shows that there is a positive relationship between

school engagement and academic grades and performance (24) and negatively makes the factor of academic burnout in students (24).

According to Malindi & Machenjedge, (2012) school engagement means full participation or involvement in lecture activities (27). School engagement is a form of positive attitude that is described through student attachment to academic activities, where students who have good school engagement will be motivated and have good self-regulated learning as well. One of the student school engagements is influenced by the school climate which includes a sense of security, relationships between students and lecturers, a learning atmosphere, and adequate facilities (28).

School engagement is closely related to the incidence of academic burnout in students. Individuals who have high school engagement will increasingly have the ability to overcome demands and obstacles in study so that individuals become more interpretive, feel happy and satisfied with their achievements (29). School engagement is very important to help students to be able to complete their education without breaking up and make students have relatively high academic achievement. When students show positive involvement with academic activities, they will be motivated and will show better self-regulated learning behaviors (5).

The results of the study also showed that self-esteem and school engagement simultaneously influenced the incidence of academic burnout in students. Students who have high self-esteem tend to have good school engagement. On the other hand, if the self-esteem possessed is low, it will encourage less school engagement. This is in accordance with research conducted (17) which states that positive self-esteem of students and academic involvement in learning can reduce student burnout. Students who experience academic burnout will feel fatigue caused by academic demands, to reduce the dropout rate due to high burnout, a solution is needed, namely by increasing self-esteem and school engagement. The higher the level of self-esteem that students have will have an impact on the low level of academic burnout. Students who have good school engagement are less likely to experience academic burnout.

5. Conclusions

Based on the results of the analysis, the results were obtained that there was a significant negative influence of self-esteem on academic burnout. There is a significant negative influence of school engagement on academic burnout. Then simultan self-esteem

and school engagement can also affect academic burnout simultaneously. In order for students to avoid academic burnout, further research is expected to analyze the factors that have the most potential to cause students to experience burnout. To prevent students from experiencing academic burnout while they are learning, educational institutions must be able to provide counseling to help students build their self-esteem and commitment to their studies.

6. Funding

This research is supported by STIKes Sukabumi

Acknowledgement

The author would like to thank STIKes Sukabumi for the author's encouragement, enthusiasm, and support during the research.

7. Conflict of Interest

The authors have no conflict of interest to declare

References

- [1] Bikar S, Marziyeh A, Pourghaz A. Affective structures among students and their relationship with academic burnout. *New Educ Rev.* 2017;50(4):47–55.
- [2] Leupold CR, Lopina EC, Erickson J. Examining the effects of core self-evaluations and perceived organizational support on academic burnout among undergraduate students. *Psychol Rep.* 2020 Aug;123(4):1260–1281.
- [3] Guzmán MO, Romero CP, Parrello S, Riverón GEB. Psychometric characteristics and factor structure of the school Burnout Inventory student (SBI-U-9) in Mexican university students. *Rev Iberoam Diagnostico y Eval Psicol.* 2020;55(2):141–150.
- [4] Khatami RA. Hubungan Stres Terhadap Burnout Pada Uin Syarif Hidayatullah Jakarta Tahun. Jakarta: Universitas Islam Negeri Syarif Hidayatullah; 2018.
- [5] Nurlaili Y. Hubungan antara School Engagement dengan Academic Burnout pada Siswa SMKN 1 Mojokerto. Surabaya: Universitas Islam Negeri Sunan Ampel; 2021.

- [6] Maharani DM. Hubungan Antara Self-Esteem dengan Academic Burnout Pada Siswa Kelas XI SMA Negeri 1 Semarang Tahun Ajaran 2018/2019. Semarang: Universitas Negeri Semarang; 2019.
- [7] Lopes AR, Nihei OK. Burnout among nursing students: predictors and association with empathy and self-efficacy. *Rev Bras Enferm.* 2020;73(1).
- [8] Pereira H, Gonçalves VO, de Assis RM. Burnout, organizational self-efficacy and self-esteem among brazilian teachers during the covid-19 pandemic. *Eur J Investig Heal Psychol Educ.* 2021;11(3):795–803.
- [9] Martín ABB, Pérez-Fuentes MDC, Jurado MDMM, Martínez ÁM, Márquez MDMS, Sisto M, et al. Emotional intelligence and academic engagement in adolescents: The mediating role of self-esteem. *Psychol Res Behav Manag.* 2021;14:307–316.
- [10] Andi Y, Sunaryo H, Anwarudin MK. Pengaruh Dukungan Sosial, Self-Esteem Dan Self- Efficacy Terhadap Burnout Mahasiswa. *e – J Ris Manaj.* 2020;9(13):17–31.
- [11] Pereira H, Feher G, Tibold A, Costa V, Monteiro S, Esgalhado G. Mediating effect of burnout on the association between work-related quality of life and mental health symptoms. *Brain Sci.* 2021 Jun;11(6):813.
- [12] Aza IN, Atmoko A, Hitipeuw I. Kontribusi Dukungan Sosial, Self-Esteem, dan Resiliensi terhadap Stres Akademik Siswa SMA. *J Pendidik.* 2019;4(4):491–498.
- [13] Suryandari S. Pengaruh Burnout, Self Esteem terhadap Kinerja Guru. *INOVASI.* 2016;18(1):1–13.
- [14] Suzabar DF, Soelton M, Imaningsih ES, Hutagalung I, Suherman AD. Conceptualizing the role of self-esteem in the burnout process. *Manag Sci Lett.* 2020;10:3325–3330.
- [15] Arlinkasari F, Akmal SZ. Hubungan antara School Engagement, Academic Self-Efficacy dan Academic Burnout pada Mahasiswa. *Humanit (Jurnal Psikologi).* 2017;1(2):81.
- [16] Nadhirah A, Kusumawati IW, Muhid A. Optimizing School Engagement for Students Through Group Counseling Services during a Pandemic: A Literature Review. *Biblio Couns J Kaji Konseling dan Pendidik.* 2021;4(2):92–99.
- [17] Wang J, Bu L, Li Y, Song J, Li N. The mediating effect of academic engagement between psychological capital and academic burnout among nursing students during the COVID-19 pandemic: A cross-sectional study. *Nurse Educ Today.* 2021;102:1–6.

- [18] Pratama YA. Pengaruh Dukungan Sosial, Self Esteem, dan Self Efficacy Terhadap Burnout Mahasiswa (Studi Kasus Pada Mahasiswa Jurusan Manajemen Fakultas Ekonomi Dan Bisnis Universitas Islam Malang). Univ Islam Malang. 2020;1–19.
- [19] Sovitriana R, Djoko Santosa A, Hendrayani F. International review of management and marketing teacher burnout and self esteem in Tangerang's Junior High School Teachers. *Int Rev Manag Mark I*. 2019;9(2):26–30.
- [20] Cao X, Chen L, Tian L, Diao Y, Hu X. Effect of professional self-concept on burnout among community health nurses in Chengdu, China: The mediator role of organisational commitment. *J Clin Nurs*. 2015 Oct;24(19–20):2907–2915.
- [21] Aditama SN. Hubungan Dukungan Orang Tua Dan Harga Diri Dengan Academic Burnout Mahasiswa Kedokteran Universitas Muhammadiyah. Univ Muhammadiyah Surakarta. 2022;1–20.
- [22] Feng D, Kong W, Zhao W, Li Z, Wang L. The mediating role of perceived prejudice in the relationship between self-esteem and psychological distress among Chinese male nursing students. *J Prof Nurs*. 2019 Nov;35(6):505–511.
- [23] Jiang S, Ren Q, Jiang C, Wang L. Academic stress and depression of Chinese adolescents in junior high schools: Moderated mediation model of school burnout and self-esteem. *J Affect Disord*. 2021;295:384–389.
- [24] Boulton CA, Hughes E, Kent C, Smith JR, Williams HTP. Student engagement and wellbeing over time at a higher education institution. Della Giusta M, editor. *PLoS One*. 2019 Nov;14(11):e0225770.
- [25] Maricuțoiu LP, Sulea C. Evolution of self-efficacy, student engagement and student burnout during a semester. A multilevel structural equation modeling approach. *Learn Individ Differ*. 2019;76(September).
- [26] Malindi M, Machenjedge. The role of school engagement in strengthening resilience among male street children. *Psychol South African J*. 2012;42(1):71–81.
- [27] Gunawan FA, Dewi FIR, Tiatri S. Hubungan Peer Support Dengan School Engagement Pada Siswa Sd. *J Muara Ilmu Sos Humaniora, dan Seni*. 2018;1(2):55–59.
- [28] Verhoeven M, Zijlstra BJH, Volman M. Understanding school engagement: The role of contextual continuities and discontinuities in adolescents' learner identities. *Learn Cult Soc Interact*. 2021.
- [29] Zulkifli HR. Pengaruh Grit, Syukur dan School Engagement Terhadap Kesejahteraan Subjektif Mahasiswa Perantau. UIN Syarif Hidayatullah Jakarta. 2018;1–119.