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UNDERSTANDING ACADEMIC BURNOUT AMONG UNDERGRADUATE STUDENTS INVOLVED IN CAMPUS ORGANIZATIONS

ABSTRACT

This study investigates the influence of social support and self-efficacy on academic burnout among undergraduate students actively engaged in student organizations across several higher education institutions in Banjarmasin. A quantitative research approach was employed, involving 200 undergraduate students who actively participated in student organizations and were selected through stratified random sampling. Data were collected using a structured questionnaire and analyzed using multiple linear regression. The findings demonstrate that both social support and self-efficacy have significant negative effects on academic burnout. Students who receive stronger support from family, peers, and fellow organization members tend to experience lower levels of academic burnout. Similarly, students with higher self-efficacy are better equipped to manage academic demands, overcome challenges, and maintain emotional stability. Furthermore, social support and self-efficacy simultaneously have a significant effect on academic burnout, indicating that students' vulnerability to burnout is influenced by both external social resources and internal psychological capabilities. These findings underscore the importance of developing supportive social environments and strengthening students' self-efficacy as strategies for mitigating academic burnout and maintaining a healthy balance between academic responsibilities and organizational involvement.

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INTRODUCTION

Academic burnout has emerged as a critical issue in higher education, characterized by emotional exhaustion, depersonalization (cynicism), and a reduced sense of personal accomplishment among university students (Maslach et al., 2001; Schaufeli et al., 2002). This psychological syndrome is particularly acute among students who actively participate in student organizations. While extracurricular involvement fosters leadership capabilities, professional networking, and soft-skill development, it simultaneously imposes severe physical and psychological strain. Student leaders frequently navigate heavy academic workloads alongside tight organizational deadlines, giving rise to role conflict, chronic time pressure, and cognitive fatigue. Understanding the protective mechanisms that mitigate burnout in this specific population is vital for safeguarding both student well-being and academic performance.

Grounding the investigation in psychological stress theories, specifically the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2017; Demerouti et al., 2001), academic burnout can be conceptualized as a structural imbalance between high environmental demands and accessible coping resources. Applied to student organization members, this framework posits that burnout develops through a dual-process pathway: high

demands (e.g., heavy coursework, administrative responsibilities, and event scheduling) exhaust students' cognitive and physical capacities over time, while a lack of sufficient resources (such as faculty guidance, peer encouragement, or personal self-efficacy) prevents effective recovery. Consequently, when students lack adequate external support or internal resilience to counterbalance their dual roles, chronic stress degrades their psychological well-being, leading to academic fatigue and decreased engagement.

Social support serves as a vital external resource, providing emotional reassurance, academic guidance, and peer empathy that cushion against environmental stressors (Cohen & Wills, 1985). Social support has consistently been identified as an important protective factor against academic burnout. Social support encompasses emotional, informational, and instrumental assistance provided by family members, peers, lecturers, and fellow organizational members. Cobb (1976) proposed the stress-buffering hypothesis, suggesting that social support mitigates the negative effects of stress by fostering feelings of security, belongingness, and appreciation (Cobb, 1976). Students who perceive strong social support are generally better equipped to cope with academic demands, experience lower stress levels, and demonstrate greater psychological resilience (Bahar et al., 2024; Hu et al., 2026; S. Maryanti et al., 2017; Meilani & Affandi, 2026; Taylor, 2011; A. Maryanti et al., 2025).

Previous empirical studies have confirmed the significant role of social support in reducing academic burnout. Maeyani (2025) reported that students receiving higher levels of support from family, peers, and the university environment experienced lower levels of academic exhaustion because such support provided emotional encouragement, practical assistance, and a sense of security. Similarly, Hidayat and Harsono (2022) found that social support negatively and significantly affected academic burnout, indicating that students who consistently receive support are better able to manage academic responsibilities and are less likely to experience emotional exhaustion and academic cynicism. These findings reinforce the view that social support functions as a protective mechanism that buffers students against academic stress.

Prior empirical study strongly supports the role of social support as a protective buffer against academic burnout. Maeyani et al. (2025) found that robust family, peer, and institutional support systems decrease academic exhaustion by offering emotional reassurance and instrumental aid. Likewise, Hidayat & Harsono (2022) reported that social support exerts a significant negative effect on academic burnout, enabling students to navigate academic demands with reduced vulnerability to emotional fatigue and cynicism. Together, these studies highlight social support as a critical mechanism for safeguarding student well-being under high stress.

Another important psychological resource associated with academic burnout is self-efficacy. Self-efficacy is an individual's belief in their capability to successfully perform tasks and overcome challenging situations (Bandura, 1977). Students with high self-efficacy tend to possess stronger time-management skills, greater confidence in handling academic challenges, and higher perseverance when encountering difficulties. Conversely, students with low self-efficacy are more likely to experience emotional exhaustion and feelings of incompetence because they doubt their ability to meet academic and organizational demands (Iuga & David, 2024; Sanseverino et al., 2023). Further, self-efficacy positively contributes to academic achievement while reducing stress among university students (Chemers et al., 2001).

Empirical evidence also indicates that self-efficacy is negatively associated with academic burnout. Dyantari et al. (2023) found that students with higher self-efficacy reported significantly lower burnout levels, particularly among those actively involved in student organizations. Likewise, Sadaria et al. (2024) demonstrated that low self-efficacy heightens students' vulnerability to academic stress, mental exhaustion, and motivational decline. Synthesizing these empirical insights suggests that self-efficacy equips students to navigate competing academic and organizational demands more effectively, thereby fortifying their psychological resilience against burnout.

For student organization members, social support and self-efficacy serve as complementary external and internal resources that buffer against academic burnout. Although organizational participation cultivates soft skills, leadership capabilities, and professional networks, it can conversely induce severe psychological strain when students lack adequate social backing or self-belief. Consequently, examining how these external environmental and internal psychological assets interact to mitigate burnout is vital for safeguarding student well-being and academic performance.

Preliminary field observations and exploratory interviews across several higher education institutions reveal widespread burnout symptoms among student leaders. Participants consistently reported physiological and emotional exhaustion stemming from the concurrent demands of committee meetings, event management, and rigorous coursework. This dual-role conflict frequently manifested in academic procrastination, cognitive fatigue during lectures, diminished motivation, and growing cynicism toward academic tasks.

To address this empirical gap, the present study investigates the independent and joint effects of social support and self-efficacy on academic burnout among active student organization members. By clarifying these dynamics, this research seeks to equip university administrators and student leaders with actionable strategies to support student well-being and academic success.

RESEARCH METHODOLOGY

1. Research Design

This study employed a quantitative research design with an explanatory approach to examine the effects of social support and self-efficacy on academic burnout among undergraduate students actively involved in student organizations.

2. Population and Sample

The population of this study consists of undergraduate students actively engaged in student organizations across several higher education institutions in Banjarmasin. Sample size determination followed the guideline proposed by Hair et al., recommending a minimum of 5–10 respondents per indicator or questionnaire item for multivariate analysis (Jr et al., 2019). With 20 questionnaire items, the recommended sample size was 200 respondents (20×10).

3. Research Instrument

The research instruments were developed based on established theoretical frameworks. Social support was measured using four dimensions proposed by Uchino: emotional support, informational support, tangible support, and appraisal support (Uchino, 2006). Self-efficacy was assessed using Bandura's dimensions of level (magnitude), strength, and generality (Bandura, 1977). Academic burnout was measured based on the dimensions developed by

Salmela-Aro and Upadyaya, namely exhaustion, cynicism, and reduced professional efficacy (Salmela-Aro & Upadyaya, 2017). All questionnaire items were rated using a Likert scale to measure respondents' perceptions of each construct.

4. Data Analysis

The data were analyzed using multiple linear regression to examine the effects of social support and self-efficacy on academic burnout among undergraduate students actively involved in student organizations. Before conducting the regression analysis, the research instruments were evaluated through validity and reliability tests to ensure that each item adequately measured the intended construct and that the instruments demonstrated internal consistency. Classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were subsequently performed to assess the suitability of the regression model. The hypothesis testing consisted of partial significance tests (t-test) to determine the individual effects of social support and self-efficacy on academic burnout, simultaneous significance testing (F-test) to examine their joint effect, and the coefficient of determination (R^2) to assess the proportion of variance in academic burnout explained by the independent variables.

FINDINGS AND DISCUSSIONS

Findings

To ensure data quality, the measurement instrument was evaluated for validity and reliability prior to statistical analysis. All items met standard validity thresholds, and construct reliability was confirmed through high internal consistency. Furthermore, diagnostic testing validated all classical assumptions for multiple linear regression—confirming normal data distribution alongside an absence of heteroscedasticity and multicollinearity. The dataset was therefore confirmed appropriate for hypothesis testing via multiple regression analysis.

Table 1. The Result of the t – Test

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	36.504	.508		71.864	.000
SS	-.187	.019	-.301	-10.034	.000
SE	-.547	.022	-.734	-24.462	.000

The table displays the results of a multiple linear regression analysis evaluating the impact of Social Support (SS) and Self-Efficacy (SE) on the dependent variable, academic burnout. The regression baseline is established by a highly significant constant ($\beta = 36.504$, $t = 71.864$). Both independent variables demonstrate statistically significant negative relationships with academic burnout. Specifically, Social Support has an unstandardized coefficient of $\beta = -0.187$, indicating that each unit increase in social support reduces burnout by 0.187 units. Self-Efficacy exhibits a steeper decline with an unstandardized coefficient of $\beta = -0.547$. Comparing the standardized coefficients reveals that Self-Efficacy ($\beta = -.734$) is the dominant predictor of burnout reduction, exerting more than twice the relative effect of Social Support ($\beta = -.301$). Overall, the model demonstrates that higher levels of both social

support and self-efficacy significantly mitigate academic burnout, with self-efficacy serving as the primary protective factor.

Table 2. The Result of the F – Test

Model	Sum of Square	df	Mean Square	F	Sig.
Regresion	1072.321	2	535.161	719.146	.000 ^p
Residual	146.874	197	.746		
Total	1219.195	199			

The analysis of variance (ANOVA) results confirm that the overall multiple regression model is statistically significant in predicting academic burnout ($F = 719.146$, $p < .001$). This demonstrates that the inclusion of social support and self-efficacy as predictors yields a significantly improved model fit compared to an intercept-only model. Consequently, these findings confirm that social support and self-efficacy simultaneously exert a statistically significant effect on academic burnout.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.938 ^a	.880	.878	.863

The table presents the model summary statistics for the multiple linear regression analysis, evaluating how well social support and self-efficacy collectively explain the variance in academic burnout. The model demonstrates exceptionally high predictive power, with a multiple correlation coefficient (R) of 0.938, indicating a strong positive relationship between the combined predictors and the outcome variable. The coefficient of determination ($R^2 = .880$) and the adjusted R^2 (.878) reveal that social support and self-efficacy account for 88% of the variance in academic burnout, with only 12% attributed to unmeasured factors. Lastly, the low standard error of the estimate (0.863) indicates high precision and minimal residual variation, confirming that the regression model provides a remarkably tight fit to the empirical data.

Discussion

1. Social Support and Academic Burnout of Undergraduate Students

The empirical findings demonstrate that social support exerts a statistically significant negative effect on students' academic burnout, confirming that greater interpersonal and institutional backing directly mitigates burnout levels. Academic environments place substantial cognitive and emotional demands on students, particularly those actively managing extracurricular commitments alongside their studies. The psychological strain associated with heavy academic workloads is cushioned when students perceive accessible support networks, such as constructive faculty feedback, empathetic academic advising, peer support systems, and structured mentoring.

Overall, the results are consistent with previous studies, which demonstrated that social support significantly reduces academic burnout among undergraduate students (Dyantari et

al., 2023; Hidayat & Harsono, 2022). Beyond acting as a stress buffer, social support fosters a conducive environment that enhances students' emotional resilience and coping capacity. When educational institutions cultivate accessible counseling services and open communication channels, students are better equipped to navigate academic fatigue before it escalates into full burnout. Furthermore, close collaboration between academic advisors and student organization leaders helps synchronize schedules, minimizing conflict between organizational obligations and coursework. Consequently, integrating robust social support structures not only reduces emotional exhaustion and depersonalization but also reinforces a sense of belonging and academic engagement across the student body.

2. Self-Efficacy and Academic Burnout of Undergraduate Students

The empirical results reveal that self-efficacy exerts a powerful, statistically significant inverse effect on students' academic burnout. As the strongest predictor in the regression model, self-efficacy acts as a vital psychological barrier against academic exhaustion and reduced personal accomplishment. Students with high self-efficacy possess a firm belief in their capability to master complex subjects, manage competing demands, and overcome academic obstacles. This internal locus of control transforms perceived academic stressors from overwhelming threats into manageable challenges. Consequently, highly self-efficacious students are less prone to emotional exhaustion, as they approach heavy workloads with proactive coping mechanisms rather than avoidance or despair.

Nevertheless, the overarching findings underscore self-efficacy as a vital protective factor against academic burnout. These results align closely with prior empirical research demonstrating that self-efficacy exerts a statistically significant inverse effect on academic burnout among university students. (Sadaria et al., 2024). Furthermore, when students experience success through scaffolded academic challenges, leadership opportunities, and mastery experiences, their confidence reinforces a virtuous cycle of engagement and performance. Conversely, low self-efficacy fosters self-doubt and perceived helplessness, accelerating the onset of burnout when academic pressures escalate. Therefore, institutional investments in self-efficacy development—such as goal-setting initiatives, stress-management workshops, and skill-building programs—are crucial for shielding students from burnout and fostering long-term psychological well-being.

3. The Integrated Effect of Self-Efficacy and Social Support on Academic Burnout of Undergraduate Students

Empirical findings demonstrate that social support and self-efficacy simultaneously exert a statistically significant inverse effect on academic burnout among student organization members. Framed within the Job Demands–Resources (JD-R) framework, these variables operate as complementary protective mechanisms against academic exhaustion. Social support serves as an essential external resource by delivering emotional, informational, and instrumental relief, whereas self-efficacy acts as an internal personal resource that reinforces cognitive confidence and proactive coping. Survey responses confirm that student leaders experience substantial physiological and psychological strain due to heavy academic workloads, competing organizational obligations, and insufficient recovery time (Wingerden, 2016).

While each variable independently mitigates strain, simultaneous modeling underscores that burnout prevention depends on the interplay between environmental assets and personal agency. Students possessing only one protective factor remain vulnerable: external support alone cannot fully offset low self-belief, nor can high self-efficacy withstand chronic

environmental isolation. Consequently, students benefiting from both robust social support and high self-efficacy exhibit superior stress management and well-being. These outcomes align with prior research demonstrating the dual protective role of social and personal resources in lowering burnout (A. Maryanti et al., 2025).

4. Practical Implications

To mitigate academic burnout and support student organization members, higher education institutions must simultaneously strengthen social support systems and foster student self-efficacy—the strongest predictor of burnout. Universities can achieve this by expanding mentoring, peer support, and counseling services, encouraging faculty to maintain open communication and monitor academic pressure, and coordinating with student organizations to ensure balanced activity schedules. Furthermore, institutions should offer targeted workshops in time management, stress reduction, and leadership development while routinely tracking student well-being, ultimately cultivating a supportive environment that enhances psychological health, academic performance, and organizational engagement.

CONCLUSIONS

This study concludes that social support and self-efficacy significantly and negatively influence academic burnout among undergraduate students actively involved in student organizations. Students who receive stronger support from family, peers, and organizational members tend to experience lower levels of academic burnout. Similarly, higher self-efficacy enables students to manage academic demands more effectively, cope with challenges, and maintain emotional stability. Furthermore, social support and self-efficacy simultaneously have a significant effect on academic burnout, demonstrating that students' burnout is influenced by both external social resources and internal psychological capabilities. Therefore, strengthening supportive social environments and developing students' self-efficacy are important strategies for reducing academic burnout and helping students maintain a healthy balance between academic responsibilities and organizational involvement.

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