

## BURNOUT EFFECT ON THE ACADEMIC AND WORK PERFORMANCE OF PART-TIME STUDENTS IN INDONESIA

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### *Abstract*

The current phenomenon of employees who are looking for a university's degree in Indonesia shows the awareness about the importance of having further and formal education for career advancement in the developing countries. Whilst studying as part-time students, they have two roles, as a student and as an employee. The burden, in the form of work stress may cause individual burnout, which the highest level of work stress, that may affect the overall individual performance, in particular the academic and the work performance. Examining the part-time students at the private universities in Indonesia, burnout that is hypothesized to affect their performance has been partly proven. The study uses a quantitative approach with descriptive methods and inferential statistics, with a research model of causality (causal relationship) between burnout to academic achievement and work achievement of part-student. The sample used probability sampling with a total of 136 part-time students as respondents. Regression analysis was performed to determine the significant of the relationship reveals that burnout has an influence on academic performance but not on work performance. Key conclusion of the findings reveals that pursuing for education at the university level as part-time student is good for employees and wont affect their work performance. Although the burnout situation affect academic performance, part-time students are found to know the priority of their responsibility. For higher institutions, the potential of recruiting and telling the potential part-time students without worrying so much on the potential effect of burnout that presumably to affect their work performance, and for the employers, it is the same as the work performance of part-time students in the study seems to be maintained, indicating they could becoming more structured, effective and

competence as they possess more knowledge obtained while studying.

Key word : Burnout, Academic Performance, Work Performance and Part Time Students.

## Introduction

There are mix evidences of the academic performance and work performance among those who study at the higher institution and work at the same time (Darolia 2014; Hotimah 2020). According to results of study that explain the average student who runs college while working is the increase in student achievement index. This means that the impact of students who lectured while working quite positive role in getting the Achievement Index during the lecture process took place. In addition to the increase in Achievement Index (Suwarso, 2018), work performance is negatively affected as the time spent on the academic work make them tired, whereas there was some evidence that the instrument used to measure burnout moderated the relationship between reduced efficacy and achievement. Taken together, the findings suggest that burnout leads to worse academic achievement in school, college, and university (Madigan, and Curran, 2021) claimed otherwise. The part-time-worker students are still able to achieve good grade point average (GPA) or even they can achieve better academic achievement caused by the experience they got by being part-time-worker student and it cannot be got from only being an ordinary academic student. Therefore, higher students can be a part-time worker students by paying attention on time management which plays a pivotal role and finding out a minimum duration for working but it can cover what their purposes are (Al Azis & Yusanti, 2021) claimed that the part-time students obtain good grade and graduate with high cumulative grade point average. Whilst the responsibility conflict arises due to the demand of the tasks as employee and student, which is hypothesized to lead to the work stress (in this study, it is referred to as burnout, the highest level of work stress), it is crucial to check if such stress (burnout) really lead to the lower performance of such students.

Insight regarding the performance of part-time student is rarely found. There is a huge different between full-time workers studying at the university and the full-time students working as part-time employee. Most of the performance studies found are regarding the full-time students working as part-time employees. The performance of full-time employees who enroll as part-time students is very less reported (Swain & Hammond 2011; Carney, McNeish & McColl, 2005; Rochford, Connolly & Drennan, 2009 ).

In Indonesia, it is observed that many employees have enrolled in the local universities, especially the private universities to get formal education and obtain the degree from the respective institution they registered (Republika.co.id, 2020). Hotimah (2020) suggests education enhance the employee work performance by improved competency where (Sukmayanti, N. L. P., Bagia, I. W., & Suwendra, I. W, 2016) claimed that having a degree from higher institution helps employees in their career development. Regardless of the initial intention, part-time students face extra burden in the process of getting the degree and often face a conflict situation in allocating their time for work and for study.

Moreover, studying for degree at private universities in Indonesia also requires high investment (Setyawan, W., & Wulandari, S, 2020), relatively to the income of the employees. Students need to have money to pay for the university's fee and spend time to study. It is an investment as students obtain knowledge while studying and get better job or better position upon completing their study (Cimera, R. E., Thoma, C. A., Whittenburg, H. N., & Ruhl, A. N, 2018). For the non executive employees, the ratio of expenses compared to their yearly income is about Rp 18.868.000 if they earn the city minimum wage with minimal cost of living (Laili I, 2021). With such constraints the part-time students face, it is likely that they may face job stress that lead to burnout and this condition may affect their performance, be it academic performance or work performance.

## **BACKGROUND OF THE STUDY**

This paper is written based on a study conducted to test the research framework examining the relationship between work conflict and performance of part-time students in private higher education in Indonesia. The two roles or responsibilities, work responsibility and academic role of part-time students make them get into a situation that we refer to as role conflict that possibly leads to work stress. This is proven significant in previous researches (Benner, K., & Curl, A. L, 2018; Madigan, D. J., & Curran, T, 2021; Martesea, R, 2018). Within the context of work stress, burnout is deemed to be critical in affecting the health condition of an individual (Parashakti, R. D., & Ekhsan, M, 2022). This is the unpreferable situation to happen to part-time students.

Assuming knowledge obtained at higher education as one of the key factors of individual career advancement and competence, (Solevik, M, 2019) highlights that obtaining education is properly done by studying in higher education institutions. In is in line with the argument of Hotimah (2020) revealing that competence has a positive and significant effect on employee work performance in

Indonesia, thus getting knowledge at higher institution is crucial. With regard to career advancement, according to referemce (Pangestuti, D. C, 2019), the individual who has higher degree certificate normally gets better job with better salary in the industry. For those who obtain degree whilst working, promotion is highly likely (Rifai, D. F, 2021).

Within the context of part-time students, it is argued that working as full-time employee and studying at the higher institution require extra effort. It increases pressure on the individual who want to perform better in their work and on their academic performance. It could be the work pressure or the academic pressure or both. It leads to the work and academic stress and potentially leads to individual burnout situation. Evidence from Madigan and Curran (2021), such situation causes worse academic performance. This should also be true for the work performance or the for both performances Bong, T (2022) highlight the negative situation for the work performance for part-time students.

Burnout condition is the situation where a person is physically, emotional and mentally tired. According to Muhtar (2022), the situation is significantly evidenced and to the level where an individual is observed to be doubtful. He explains the different level of burnout faced by students (majority moderate) based on the cynicism and exhaustion dimensions. Nikitarosa (2022) highlight the finding in the Health Line Study that 40% students experience burnout, covering the excessive and prolonged stress due to emotional, mental and physical fatigue. It is no doubt that burnout can happen to students, in this study referred to the part-time students and affect the work and academic performance. Orpina and Prahara (2019) support this fact when they reveal the relationship between self-efficacy and academic saturation. Prakoso (2012) call and emphasize on the constant observation and monitoring the burnout phenomenon among students (in the study, focus on part-time students) to understand their academic performance and their behaviour.

Moreover, obtaining high education at the degree level also indicates the individual and people progress. For the people development, education has been identified to be one of the measures of a nation's progress in Indonesia and the index for well-educated citizen is still low (Human Developments Report, 2017). Whilst education is important to the nation and to the individual who is searching for furthering their study, the proses of obtaining degree has a lot of challenges. Protecting the people by understanding the difficulties in studying especially for part-time students seems to be the relevant thing to do.

## RESEARCH METHODOLOGY OF THE STUDY

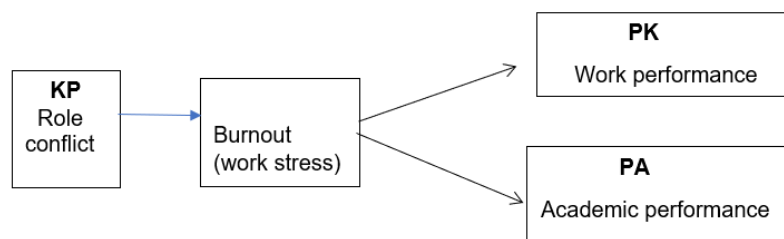
As to prove the causal relationship in the study, the quantitative research methodology was employed. In this study, the scope of the study covers the part-time studying at the private colleges/universities in the East Jawa Province, focussing on Bandung area. There are 107 private colleges/universities as in 2017. Seven (7) colleges/universities were selected as the clusters of universty (3 universities) and college (4 colleges) using random cluster sampling. Proportionnal data sampling in each cluster resulting the the total of 136 respondents is performed.

The reason for focussing on the part-time at private colleges is mainly because of the majority of part-time students enroll in these colleges. There are a few of state universities offering part-time study programs but the number is very low. Moreover, the part-time study programs offered by the state universities are for diploma holders only, which the expected time to study is two years whereas the program at private colleges/universities requires 4 years program.

The investigation uses closed type questions with Likert scale of 5 scale options, from strongly disagree to strongly agree with 'neutral' opinion for the score of three (3). Questionnairs is made available online (google form) and is for all part-time students studying at the colleges/universities. This is a census attemp, however the return rate is only around 60%.

The model for the paper reporting is the theoretical framework of the study, which is as the following.

Figure 1: The Research Model under Consideration



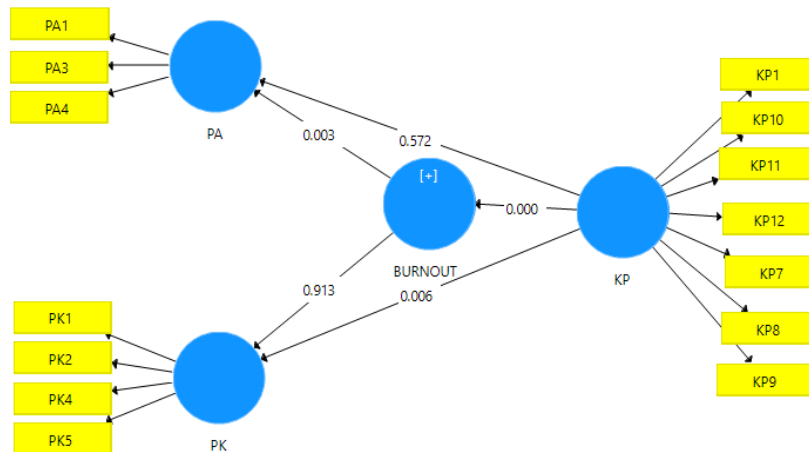
The analysis in the study follows the SEM (PLS) procedures. The AVE and reliability score for burnout results are (i) Cronbach's Alpha = 0.863, (ii) Composite reliability =0.895. (AVE = 0.55 and (iv) R= 0.514, which indicate it is moderate fit.

## RESULT AND DISCUSSION

Key result from the analysis shows that the effect of burnout on performance cannot be proven significant, meaning that the data

collected in the research work fail to prove the significant connection between the two variables of burnout construct and the performance construct. Table x shows the results from the SEM(PLS) analysis output.

Figure 2: The Structural Model



To check for the effect, the model from data does not show complete mediation as expected for both dependent variables. Only for academic performance, it shows complete mediation whereas for work performance, it does not show any mediation at all. See table 1

Table 1: The Effect

	Total effect			Direct effect		Indirect effect				Results
	$\beta$	t-value	Sig	$\beta$	Sig	$\beta$	t-value	Sig		
<b>BURNOUT -&gt; PA</b>	-0.359	2.99	0.003	-0.359	0.003	<b>KP -&gt; BURNOUT -&gt; PA</b>	-0.258	2.865	0.004	<b>Complete mediation</b>
<b>BURNOUT -&gt; PK</b>	-0.013	0.109	0.913	-0.013	0.913	<b>KP -&gt; BURNOUT -&gt; PK</b>	-0.009	0.107	0.915	<b>No mediation</b>
<b>KP -&gt; BURNOUT</b>	0.717	20.493	0	0.717	0					
<b>KP -&gt; PA</b>	-0.188	2.762	0.006	0.069	0.572					
<b>KP -&gt; PK</b>	-0.299	4.354	0	-0.29	0.006					

Partial mediation (When the Direct effect or Total effect is significant, and the Indirect effect is also significant) and Complete mediation (When the Direct effect is insignificant, and the Indirect effect is significant)

Not having enough evident to support the theoretical relationship on the potential mediating effect of burnout between role conflict and work performance can be interpreted as the “weak” theoretical

foundation being set-up earlier in the study, however, framework regarding the effect of work stress on work performance has been proposed by many authors such as Jogara Kassymova, K., Kosherbayeva, N., Sangilbayev, S., & Schachl, H. (2018), Ma, Y., & Bennett, D. (2021), Ilham, N. R., & Prasetio, A. P. (2022) and Parashakti, R. D., & Ekhsan, M. (2022). Looking at the high insignificance of the relation (at 0.913), such result can lead to recognizing burnout is not at all to effect work performance of the part-time students.

The key finding in this study, reported here is that the mediation effect of burnout, as the highest level of work stress, only occurs to academic performance and not for work performance, even though the role conflict is proven to directly effecting burnout.

## CONCLUSIONS AND SUGGESTIONS

This paper observes that burnout situation emerges when an employee enrolls or studies at the university as a part-time student. However, the severity of the effect of burnout on the performance, is found to be contradicted between academic performance and work performance. The effect on academic performance is found significant whereas the effect on work performance is not proven from the data collected.

Reviewing the definition of work stress is a form of a person's response, both physical and mental to a change in their environment that is felt to be disturbing and results in themselves being threatened (Pandji, 2001), the severe effect is the burnout that may cause severe negative effect, in this study, on the part-time students. The part-time students have the tendency to be physically, emotionally and mentally disturbed, which leads to a bad situation and condition due to environmental change and pressure, where they encounter two environments simultaneously, namely the work environment and the academic environment. These are the dimensions of burnout being reviewed in the study, with the physical dimension is the closest that can be concluded to significantly effecting on academic performance of part-time students.

Hidayati (2014) argues the higher tendency for burnout situation to happen among students who strive for excellent academic performance. Theoretically, the situation become worst for full time students who work with regard to their academic performance. It is the same for part-time students with regard to their work performance. However, the finding in the study reveals something different as the part-time students who experience burnout claimed that their work performance is not affected.

Whilst Ardi (2018) reveals that full-time students who work manage to find balance of fun time between their responsibilities as students and part-time workers, this study found that part-time students can also find balance even the burnout situation happens, however, in the context of academic performance not the work performances. In explaining this, it is presumed that the working environment of the respondents is conducive and supportive as they seem to be able to handle the work stress (burnout) pressure. Prashanti (2010) highlights the positive relationship between work motivation and worker work performance, where good work motivation is usually related to the good physical and mental condition. In this case, getting the degree could be the motivation for the part-time student that enable them to handle the work stress (pressure) whilst studying.

Moreover, measuring the burnout level of the part-time student understudy, which is a moderate level, it could be the reason why the overall performance of academic and work performance is good, although the work performance cannot be proven significant. Further investigation into the high stress working environment of part-time student leading to work pressure and stress level after enrolling at higher institution is highly recommended.

The part-time students understudy seem to be performing well in both academic and work performance, although they agree to face the burnout situation. Whilst the burnout situation become the significant mediator to academic performance, it can not be proven as significant mediator to the work performance. It can be concluded that call for employees to study as part-time student is very much advisable as burnout can positively influence academic performance and cannot be claimed to negatively affecting the work performance. This is contradict to the finding of Dinarsih (2017) who claims that coping with stress has a significant negative relationship with academic achievement. This also call for further study to look into specific work environment, especially high level burnout (work stress) that may offer different finding to support the theoretical framework.

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