

Academic Self Awareness, Self-Regulation and Academic Burnout among College Students

Isti Yuni Purwanti^{1*}, Muhammad Nur Wangid², Chici Pratiwi³

^{1,2,3} Universitas Negeri Yogyakarta, Indonesia

*Corresponding author. Email: istityp@uny.ac.id

ABSTRACT

This study aims to describe the correlation of *academic self awareness* and *self regulation* with *academic burnout* during online lecture among students in Universitas Negeri Yogyakarta (UNY). This correlational research used the descriptive-quantitative approach and the technique in collecting the data was carried out using the questionnaires distributed to the students in UNY. The population in this study was all students in UNY consisting of seven faculties. Meanwhile the sampling was conducted by means of *random sampling* method. The results of this study showed that: (1) there was a negative and significant correlation between *academic self-awareness* and *academic burn out* among the students of UNY with the significant values of 0,000 and the correlation value of -0,75%, (2) there was a negative and significant correlation between *self-regulation* and *academic burn out* among the students of UNY with the significant value of 0,000 and the correlation value of -5,19 and (3) there was a significant correlation of *academic self-awareness* and *self-regulation* with the *academic burnout* simultaneously with the significance value of 0,000 and the correlation value of 41,1%..

Keywords: *Academic Self Awareness, Self Regulation, Academic Burnout.*

1. INTRODUCTION

Based on the findings in online lecture, it can be stated that the students of UNY (State University of Yogyakarta) have experienced boredom with the online learning model. This was shown from the complaints of a number of students expressing their boredom with the online learning, assignment submitted was not in line with the existing criteria, and the absence of many students that were not on camera for many reasons. The boredom can be termed as *academic burnout*. Zhang Gan and Cham (2007) stated that *academic burnout* is a feeling of tiredness due to the study requirements, cynical feeling and detachment from or away from school, as well as feeling of incompetence as a student [1].

In fact, given the imbalance between the study requirements and self-competence or resources they students possess in turn can make them psychologically depressed and ultimately vulnerable to academic burnout. In line with this, Salmela-Aro & Upadyaya (2014: 139) stated that in an academic environment, the students are faced with various study requirements and resources that later on can be manifested in the level of involvement and *burnout* in university as well as the welfare of students as a whole [2].

Based on the *control-value theory*, when an individual feels able or unable to control academic activities and outcomes that are important or less important according to that person, academic emotion will arise (Pekrun, 2006) [3]. *Burnout* is one of negative emotion that can arise in an academic activity that will bring an impact on the student achievement (Pekrun et al., 2007) [4]. In academic field, *burnout* is defined as the feeling of tiredness due to the study demands, cynical feeling towards the academic assignments and feeling of being incompetent as a student (Schaufeli et al., 2002) [5].

Based upon the problems found in field, it has been proven that *academic burnout* is one problem that is commonly faced by the students particularly in an academic environment. Maslach, Schaufeli, & Leiter (2001) stated that there are two factors as the main cause of *burnout*, i.e. (1) situational factor in the form of environmental condition and (2) individual factor in the form of demographic characteristics, personality characteristics and individual attitudes to the work [6]. Meanwhile, Zhang, Gan, & Cham (in Lian et al. 2014) stated that the individual factor and external environment are the main causes of *academic burnout* [7].

Academic burnout faced by the students can be determined by the fatigue or the unstable emotional state. Such condition can also be determined by *self-awareness* in which because the condition is in an academic world, then it can be stated as *academic self-awareness*. One of the aspects of *self-awareness* is to identify the emotional feeling occurred inside oneself. This is in line with the opinion of Goleman (1996:63) *self-awareness* refers to the self-awareness of an individual that is able to understand and manage all potentials for the life development in his or her future [8].

Each individual has awareness for him or herself and awareness for the environment surrounding such as awareness of mind, feeling, memory and intensity (Skinner, Feist & Feist, 2013) [9]. Principally, *self-awareness* is correlated to the understanding and acceptance of an individual. With *self-awareness*, an individual is able to attempt to understand the life aspect correlated to the strengths and weaknesses in him or herself (Thomasson, 2006) [10].

An individual with high self-awareness tends to be more capable of arising the *value system* in his or herself in which later on the individual is able to reflect himself and behave based upon the positive values he or she is holding. On the other hand, if an individual has low self-awareness, then he or she tends to lack of respect for him or herself, unable to control all behaviors and experience obstacles in building a relationship with other people and environment (Pareek, 1996) [11].

In line with that matter, the researchers also found from the previous studies about the correlation of *self-regulated learning* (SRL) and academic procrastination that if SRL is high, then the academic procrastination of students will be low. This result showed that one of the factor for the academic procrastination of students is burnout. A good *self-regulation* of an individual is able to manage the stress and emotion in his or herself as burnout arises due to the prolonged stress faced by the individual (Ekawanti, Mulyana:2016) [12].

Self-regulation is correlated to how an individual shows a set of actions addressed for the target achievement by making a directed plan (Zimmerman, 1990) [13]. Pintrich & De Groot (1990) stated that *self-regulation* is a learning activity managed by an individual by activating the mind, motivation and behavior to reach the goal [14]. The ability of an individual to have self-control in him or herself can be an important highlight in self-regulation (Prasad, Lim, & Chen, 2010) [15].

Zimmerman (2008) stated that self-regulation includes three aspects: metacognitive, motivational, and behavioral aspect [16]. According to Pintrich (2003), someone doing self-regulation in learning is someone who can set the goals and plan activities, monitor and control the cognitive, motivational and behavioral aspects in achieving these goals [17].

A good self-regulation in learning can help an individual in meeting his or her various demands. Santrock (2007) mentioned that the existence of self-regulation in learning will make an individual to set and evaluate the goals and make some adaptations needed to support an achievement [18]. The results of other studies also showed that self-regulation in learning plays a significant role in achieving academic achievement (Zimmerman, 1990; Moltalvo & Torres, 2004; and Cheng, 2011) [13].

Cheng (2011) explained that an individual that is able to do a learning independently will have a clear idea of how and why self-regulation strategies in learning should be used [19]. An individual is an active learner in terms of metacognition, motivation and control of action. Furthermore, Cheng (2011) explained that in an independent learning process, one needs to set his or her learning goals, make lesson plans, choose their learning strategies, monitor their learning process, evaluate their learning outcomes and suppress any distractions [19].

The explanation about show that *academic burnout* is an interesting issue to be studied further; therefore, this study attempts tries to describe a correlation of academic self-awareness and self-regulation with academic burnout in online lectures among the students of UNY. This is the evidence that it is important to recognize what is happening within students so that it is expected that it can improve the academic achievement of the student.

2. METHOD

This correlational research used the quantitative approach in which the population in this research was all students of UNY from various existing faculties including those in postgraduate programs and any classes from 2018 to 2020. Meanwhile, for sampling, it used *krejcie* table with the confidence level of 90%.

The technique used in data collection was by distributing the questionnaires to the students of UNY. The questionnaires used were adapted based upon the aspects of academic self-awareness, *self regulation*, and *academic burnout* that have been previously explained. Meanwhile, the data analysis was conducted using the descriptive statistics.)

3. RESULT AND DISCUSSION

3.1 Results of the Research

3.1.1 Correlation of Self Awareness and Academic Burnout

Table 1. Output SPSS of Coefficient and Correlation of Self Awareness with Academic Burnout

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.048	3.391		11.515	.000
	Self-Awareness	-.091	.040	-.161	-2.300	.022
	Self-Regulation	-.226	.054	-.292	1.188	.000

a. Dependent Variable: Academic Burnout

The table above shows that the Constanta value (a) was 39,048 and regression coefficient (b) was b1 of -0,091, thus, the regression equation can be formulated with $Y = a + b1X_1$ that is $Y = 39.048 + (-0,091)X_1$.

Table 1 shows that the value of significance of the coefficient was 0,000. From the results, it has been found

that p value of $0,000 \leq 0,05$; thus, it can be concluded that the variable of *self-awareness* is significantly correlated to *academic burnout*. Once the value of coefficient and significance was identified, the researchers then sought the effective contributing value with the steps as follows.

Table 2. The Results of the Analysis Tests of Bivariate Pearson Self Awareness and Academic Burnout

Correlations			
		Self-Awareness	Academic Burn Out
Self-Awareness	Pearson Correlation	1	.047
	Sig. (2-tailed)		.344
	N	400	400
Academic Burnout	Pearson Correlation	.047	1
	Sig. (2-tailed)	.344	
	N	400	400

As seen in Table 1 and Table 2, it has been found that the Beta value was -0,161 and the value of coefficient correlation was 0,047. The next step was to calculate the effective variable of *self-awareness* towards the *academic burnout* with the formula of $SE(X_1)\% = \text{Beta}(X_1) \times r_{xy} \times 100\%$ or $SE(X_1)\% = -0,161 \times 0,047 \times 100\%$. Thus, it was found that the effective contribution of the variable of *self-awareness* on *academic burnout* was -0,75%. From the results of the significance test, T

test, and the results of the test on the effective contribution, then it can be concluded that there was a negative and significance correlation between *self-awareness* and *academic burnout* among students of UNY.

3.1.2 Correlation of Self-Regulation and Academic Burnout

Table 3. Output of SPSS Coefficient Correlation of Self-Regulation with Academic.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.048	3.391		11.515	.000
	Self-Awareness	-.091	.040	-.161	-2.300	.022
	Self-Regulation	-.226	.054	-.292	1.188	.000

a. Dependent Variable: Academic Burnout

Table above shows that the constant value (a) was 39,048 and the regression coefficient (b) was b1 of -0,226. thus, the regression equation can be predicted with the formula of $y = a + b1x_1$ i.e. $y = 39.048 + -0,226x_1$.

Table 3 shows that the significance of the coefficient showed the value of 0,000. From this result, it could be

identified that the p value was $0,000 \leq 0,05$; thus, it can be concluded that the variable of *self-regulation* is significantly correlated to *academic burnout*. Once identifying the coefficient and significance value, the researchers then sought the effective contribution value with the following steps

Table 4. The results of the analysis test on Bivariate Pearson Self-Regulation towards Academic Burnout

Correlations			
		Self-Regulation	Academic Burn Out
Self-Regulation	Pearson Correlation	1	.178**
	Sig. (2-tailed)		.000
	N	400	400
Academic Burnout	Pearson Correlation	.178**	1
	Sig. (2-tailed)	.000	
	N	400	400

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

As seen from Table 3 and Table 4, it could be found that Beta value was -0.292 and the value of coefficient and correlation was 0,178. The next step was to calculate the effective contribution of the variable of *self-regulation* to *academic burnout* with the formula of $SE(X_1)\% = \text{Beta}(X_1) \times r_{xy} \times 100\%$ or $SE(X_1)\% = -0,292 \times 0,178 \times 100\%$; thus, it could be found out that the effective contribution of the variable of *self-regulation* to *academic burnout* was -5,19 %. From the results of the

significance test, T test and the results of the test on the effective contribution, then it can be concluded that there was a negative and significant correlation between *self-regulation* and *academic burnout* among the students of UNY.

3.1.3 Correlation of Self Awareness and Self-Regulation to Academic Burnout

Table 5. Analysis in the Multiple Correlation of Self-Awareness and Self-Regulation with Academic Burnout

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.411 ^a	.044	.040	6.232	.044	9.237	2	397	.000	

a. Predictors: (Constant), Self-Regulation, Self-Awareness

Table above showed the Sig. value of *F Change* at 0.000 (<0.05); then, it can be concluded that the variable of *self-awareness* (X1) and *self-regulation* (X2) had a significant correlation to *academic burnout* (Y) simultaneously. On the other hand, R value (coefficient correlation) was 0.411; thus, it can be concluded that the level of correlation of *self-awareness* (X1) and *self-regulation* (X2) with *academic burnout* (Y) simultaneously had correlation of 41.1%.

3.2 Discussion

3.2.1 Correlation of Self Awareness and Academic Burnout

The results of this research showed that the significance of the coefficient obtained the value of 0,000. The effective contribution of the variable of *self-awareness* to *academic burnout* was -0,75%. This means that the *self-awareness* in the students of UNY had a negative and significant correlation to *Academic Burnout*, which is the higher the *self-awareness*, the lower the *academic burnout*. On the other hand, the lower

the *self-awareness*, the higher the *academic burnout*. Goleman (2001) stated that self-awareness refers to an ability to know what is being felt by oneself to guide the decision making for him or herself [20]. Self-awareness can make us to be related to emotion, mind, and action. When an individual consciously can manage the emotion, mind and action, then it can minimize the burnout in learning.

Both self-awareness and burnout can determine the climate workgroup and they involve the management from the personal resources as the center for the effectiveness of leadership. A leader with self-awareness will have an ability to do self-management and change their behavior to address the needs to be present in an organization (Atwater & Yammarino, 1992) [21].

3.2.2 *The correlation of Self-Regulation and Burnout Academic*

The results of this study indicated that the significance of the coefficients obtained was 0.000. The effective contribution of the self-regulation variable to academic burnout was -5.19% indicating that self-regulation among the students of UNY had a negative and significant correlation to Academic Burnout in which the higher the self-regulation, the lower the academic burnout. On the other hand, the lower the self-regulation, the higher the academic burnout. In the research by Ekawati and Mulyana (2016:116), it was found that the significance level was found to have p value = 0.017 ($p < 0.05$); thus, there was a significant correlation between self-regulation and burnout [12]. A good self-regulation an individual has could overcome stress and emotions in themselves, as burnout arises due to the prolonged stress experienced by individual. Stress can be overcome and the tendency to burnout will be very low if the individual has the good self-regulation that can suppress and prevent stress as the individual will be able to control and direct him or herself to achieve the goals targeted.

Another study by Adawiyah (2013) with an aim to test the correlation of emotional intelligence and social support with the tendency of *burnout* among teachers by involving 90 teachers in the State Senior High School in Bangkalan indicated a negative and significant correlation between intelligence and social support with the tendency of *burnout* [22]. Individual that had high social support and emotional intelligence tended to not experience *burnout* in working. But, in the phenomenon of *burnout* it frequently occurs that *burnout* becomes a syndrome in work world that in fact affect those with high achievement and dedicated in their work.

3.2.3 *Correlation of Self Awareness and Self-Regulation to Academic Burnout*

The results of the research conducted showed that the Sig value of F Change was 0.000 (< 0.05), and it can be concluded that the variable of self-awareness (X1) and

self-regulation (X2) had a significant correlation to academic burnout (Y) simultaneously. While R value (correlation coefficient) was 0.411, and it can be concluded that the correlation level between self-awareness (X1) and self-regulation (X2) to academic burnout (Y) simultaneously had a closeness of 41.1%.

Each individual has self-awareness and awareness of the surrounding environment, such as awareness of mind, feelings, memories, and their intensity (Feist & Feist, 2013) [9]. Awareness possessed the individual has will make it easier for him or her to manage any activities carried out. In self-regulation, an individual must be able to proactively apply the process of self-direction, cognitive behavior, and emotions to achieve the goals, learn the skills, and manage the emotional reaction (Abar & Loken, 2010; Zimmerman & Schunk, 2011) [23].

Research conducted by Sastrawinata on auditors in Palembang city stated that the variables of self-awareness, self-regulation, motivation, empathy, and social skills brought an impact on the performance of KAP auditors with a significance F count of 50,258 with a significance level lower than 0.05 [24]. Thus the results of the analysis in this study indicated that the variables of self-awareness, self-regulation, motivation, empathy, and social skills determined the performance of KAP auditors

4. CONCLUSION

The correlation of self-awareness and academic burnout showed that the significance of the coefficient was 0.000 0.05 and the effective contribution of the self-awareness variable to academic burnout was -0.75%. Based on the results of the significance test, T test, and the results of the effective contribution test, it can be concluded that there was a negative and significant correlation of self-awareness and academic burnout among the students of UNY.

The correlation of Self-Regulation and Academic Burnout showed that the significance of the coefficient was 0.000 0.05 and the effective contribution of the self-regulation variable to academic burnout was -5.19%. Based on the results of the significance test, T test, and the results of the effective contribution test, it can be concluded that there was a negative and significant correlation of self-regulation and academic burnout among UNY students.

The correlation of self-awareness and self-regulation to academic burnout resulted in the Sig. value of F Change of 0.000 (< 0.05). Then, it can be concluded that the variables of self-awareness (X1) and self-regulation (X2) had a significant correlation to academic burnout (Y) simultaneously. While the R value (correlation coefficient) was 0.411, and it can be concluded that the correlation level of self-awareness (X1) and self-regulation (X2) to academic burnout (Y) simultaneously had a closeness of 41.1%.

REFERENCES

- [1] Zhang, Y., & Cham, H. (2007). Perfectionism, Academic Burnout and Engagement among Chinese College Students: A Structural Equation Modeling Analysis. *Personality and Individual Deference*, (43), 1529-1540.
- [2] Salmela-Aro, K., & Upadaya, K. (2014). School and Engagement in the Context of Demands-Resources Model. *British Journal of Educational Psychology*. 84, 137-151. DOI: 10.1111/bjep.12018.
- [3] Pekrun, R. (2006). The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice. *Educational Psychology Review*. 18, 315-341.
- [4] Pekrun, R. et al. (2007). The Control-Value Theory of Achievement Emotions: an Integrative Approach to Emotions in Education. *Emotion in Education*. 13-36.
- [5] Schaufeli, W.B. et al. (2002). Burnout and Engagement in University Students: A Cross-National Study. *Journal of Cross-Cultural Psychology*. 33(5), 464-481.
- [6] Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job Burnout. *Annual Review of Psychology*. 52, 397-422.
- [7] Lian, P. et al. (2014). Moving Away from Exhaustion: How Core Self-Evaluations Influence Academic Burnout. *Plos One*. 9(1), 1-5.
- [8] Goleman, Daniel (1996) *Emotional Intelligence Why it Can Matter More Than IQ*, New York: Bantam Books.
- [9] Feist, J., & Feist, J. G. (2013). *Theories of Personality*. (Translated by Handriatno). Jakarta: Salemba Humanika.
- [10] Thomasson, A.L. (2006). Self-awareness and Self-Knowledge. *Psyche*, 2 (16), 1-15.
- [11] Pareek, Pareek. (1996). *Perilaku Organisasi*. Jakarta: Pustaka Binaman Pressindo.
- [12] Ekawanti, S., Mulyana, O.P. (2016). Regulasi Diri dengan Burnout pada Guru. *Journal of Theoretical and Applied Psychology*. 6(2), 113-118.
- [13] Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: an overview. *Educational Psychologist*, 25(1), 3-17
- [14] Pintrich, P. R., & De Groot, E. V. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*. 82 (1).
- [15] Prasad, S., Lim, V. K. G., & Chen, D. J. Q. (2010). Self-Regulation, Individual Characteristics and Cyberloafing. *PACIS Proceedings*. Paper 152.
- [16] Zimmerman, B. J. (2008). Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments and Future Prospects. *American Educational Research Journal*, 45 (1).
- [17] Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-686. <http://dx.doi.org/10.1037/0022-0663.95.4.667>.
- [18] Santrock, J. W. (2007). *Educational psychology*. Canada: McGrawHill Companies, Inc.
- [19] Cheng, E. C. (2011). The role of self-regulated learning in enhancing learning performance. *The International Journal of Research and Review*, 6(1), 1- 16.
- [20] Goleman, D. (2001). *Kecerdasan emosi untuk mencapai puncak prestasi* (Ed. 4th Revision). (Terj. Kantjono, A.T). Jakarta: PT Gramedia Pustaka
- [21] Atwater, L. E., & Yammarino, F. J. (1992). Does self-other agreement on leadership perceptions moderate the validity of leadership and performance expectations? *Personnel Psychology*, 45, 141-164
- [22] Adawiyah, R. A. R. (2013). Kecerdasan emosional, dukungan sosial dan kecenderungan burnout. *Persona: Journal of Indonesia Psychology*, 2(2).
- [23] Abar, B., & Loken, E. (2010). Self-regulated learning and self-directed study in a pre-college sample. *Learning and Individual Differences*, 20(1), 25-29. <https://doi.org/10.1016/j.lindif.2009.09.002>.
- [24] Sastrawinata, H. (2011). Pengaruh kesadaran diri, pengaturan diri, motivasi, empati, dan keterampilan sosial terhadap kinerja auditor pada kap di kota Palembang. *SOSIALITA*, 1(2).