

Risk factors for burnout in the preparation of student final projects

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ABSTRACT

Introduction: Burnout is a condition when someone feels exhausted from doing something. An individual at risk of burnout feels stress as the onset and prolonged fatigue.

Aim: knowing the risk factors for burnout in the preparation of student final projects.

Methods: the research employs the correlational quantitative design and the cross-sectional approach. The population was 274 students who had been writing the thesis. The sample was selected by using the quota sampling technique, and as many as 162 students were chosen to be included as the samples. The independent variables of the research were stress, family support, and peer support system; the dependent variable was burnout. The data were gathered by using 4 questionnaires that the respondents filled out. The analysis was conducted using chi-square (Pearson Chi-Square), and the significance level was = 0.05.

Results: The result shows that stress significantly correlates with burnout incidence in writing a thesis, where the value of p is p (0,000). Meanwhile, the family support confirmed its relationship by obtaining the value of p (0,003), and the peer support system also showed the value of p (0,003), which established the correlation between burnout and the student's thesis writing.

Conclusion: The study shows the correlation of stress, family support, and peer support systems related to burnout risk. Further studies should include other variables such as workload, rewards, community, fairness, value ambiguity, and role conflict.

Keywords: burnout; family support; peer support system; stress



INTRODUCTION

Writing a report or writing that explains the problem or research findings is the final project of the study. One of the objectives of writing scientific papers carried out by students is to improve students' ability to think scientifically (Preatmi Nurastuti *et al.*, [2022](#)). *Burnout* is tension or mental stress caused by long-term stress that a person experiences daily, characterized by physical, cognitive, and emotional exhaustion (Wardani and Amalia, [2021](#)). Students experience *moderate burnout* (78.4%) (Hariawan and Kaluku, [2023](#)). All of these components sometimes create pressure that makes students feel very burdened, which is often referred to as stress (Bekkouche, Schmid and Carliner, [2022](#)). The most common effects of stress experienced by students include decreased energy, decreased appetite, sleep pattern problems, and health problems such as headaches and stomach. This condition describes a recurring state of stress that students cannot cope with, known as *burnout syndrome* (Mahmud, [2021](#)). According to Hasbillah and Rahmasari ([2022](#)), six factors can cause *burnout*: *reward*, *community*, *workload*, *control*, *value*, and *fairness*. Several factors cause *burnout*: job pressure, such as ambiguity, role conflict, work stress, workload, and support, such as social support, family support, and friend support (Ma *et al.*, [2020](#)).

The culmination of an academic journey often culminates in the preparation of a final project, thesis, or dissertation, representing the culmination of years of study and research. However, this crucial phase in a student's academic life has challenges (Huang *et al.*, [2020](#)). One of the most pressing issues students face during this period is burnout, a state of emotional, physical, and mental exhaustion resulting from prolonged stress and overwhelming workloads. Burnout affects not only students' well-being but also their academic performance and overall success. Understanding the risk factors associated with burnout while preparing student final projects is essential for educators, administrators, and policymakers (Buttimer *et al.*, [2022](#)). By identifying these factors, targeted interventions and support mechanisms can be implemented to mitigate the negative impact of burnout on students. This paper explores the key risk factors contributing to burnout in students as they undertake the demanding task of completing their final projects. The literature on burnout in academic settings often highlights factors such as excessive workload, time constraints, perfectionism, lack of social support, and unrealistic expectations as significant contributors to burnout among students. However, the specific context of final project preparation adds unique dimensions to these risk factors. Factors such as project complexity, research methodology challenges, advisor-student dynamics, and looming deadlines can intensify the experience of burnout during this critical phase. By examining these risk factors through empirical research and qualitative analysis, this study seeks to provide valuable insights into the dynamics of burnout in the context of final project preparation. The findings aim to inform the development of targeted interventions and support strategies that promote students' well-being and effectively enhance their success in completing their final projects (Velando-Soriano *et al.*, [2023](#)).

The author has collected preliminary data related to the number of students who are preparing their final project; where it is known that the total number of STIKES Panakukkang Makassar students who are compiling their final project is 274 students, including the S1 Nursing Study Program 48 students, the D3 Nursing Study Program 8 students, and the D3 Medical Record & Health Information Study Program 218 students.

The author previously also conducted a brief interview with several students who were preparing their final project; where some of the students' statements said they felt stressed during the preparation of the final project, some of them had difficulty in determining the title of the study, felt exhausted due to lack of rest, difficulty in time management, and difficulty while searching for articles or journals related to the research they discussed in the chosen or given research topic. Based on the explanation above, the author is interested in conducting a study entitled "Risk Factors for *Burnout* in the Preparation of Student Final Projects by looking at the phenomenon of *burnout* risk (saturation) in students who are preparing their final project and by seeing if they have a relationship with each other. Therefore, it is essential to conduct this research to examine students preparing final assignments in the final semester to avoid *burnout* events that can affect student performance in forging education.

MATERIALS AND METHODS

This study used correlational quantitative research with a *cross-sectional* approach. The total student population of STIKES Panakukkang who are preparing their final project is 274 students, sampling in this study using the *Quota Sampling* technique with 162 students. After the data is edited, coded, and tabulated, then data analysis is carried out, including Univariate Analysis; in this study, the author uses univariate analysis to determine the frequency of stress factors, family support factors, and *peer support system factors* with the risk of *burnout* (saturation) for the preparation of the final project of STIKES Panakukkang Makassar students in 2023. Bivariate Analysis: Analysis of the results of two variables, namely independent variables that are considered to have a relationship with the dependent variable, is known as bivariate analysis. For this analysis, cross-tabulation is used. To test the hypothesis, the *Chi-Square* category data test (*Pearson Chi-Square*) was used, with a meaning level of 95% ($P \leq 0.05$). If the P value is smaller or equal to the alpha value (0.05), then H_0 is rejected, and H_1 is accepted, which indicates that there is a significant statistical difference (Idawati et al., 2021).

RESULTS

Table 1. Distribution of respondent frequency based on the risk of *burnout*, Stress, and Family Support in students during the preparation of the final project

Risk of <i>Burnout</i>	F	%
Risk of <i>severe burnout</i>	38	23,5
Risk of <i>mild burnout</i>	124	76,5
Stress		
Severe stress	51	31,5
Mild Stress	111	68,5
Family Support		
Good family support	123	75,9
Family support is not good	39	24,1
Peer Support System		
Good	123	75,9
Not Good	39	24,1

Table 1 shows the results of the frequency distribution of burnout risk in student respondents whose risk of severe burnout is 38 (23.5%) while respondents whose risk of burnout is mild are as much as 124 (76.5%). Respondents who were severely stressed were 51 (31.5%), while respondents who were mildly stressed were 111 (68.5%).

Respondents with good family support were 123 (75.9%), while respondents whose family support was not good were 39 (24.1%). Respondents with a *sound peer support system* were 123 (75.9%), while respondents with a *poor peer support system* were 39 (24.1%).

Table 2. Bivariate analysis of each variable

Stress	Risk of <i>Burnout</i>				Total		P
	Severe		Mild				
	n	%	n	%	n	%	
Severe stress	26	68,4	25	20,2	51	31,5	0,000
Mild Stress	12	31,6	99	79,8	111	68,5	
Family Support							
Good family support	22	57,9	101	81,5	123	75,9	0,003
Family support is not good	16	42,1	23	18,5	39	24,1	
Peer Support System							
Good	22	57,9	101	81,5	123	75,9	0,003
Not Good	16	42,1	23	18,5	39	24,1	

Based on table 2. showed that 162 respondents who had severe stress as much as 51 (31.5%), most respondents had a risk of severe *burnout* as much as 26 (68.4%), while respondents who had a risk of mild *burnout* as much as 25 (20.2%). While respondents had mild stress as much as 111 (68.5%), most respondents had a risk of severe *burnout* 12 (31.6%), and respondents had a risk of mild *burnout* as much as 99 (79.8%). Based on the results of the study, after the *Chi-Square Test (Pearson Chi-Square)* got a *p-value* = 0.000 when compared to $\alpha = 0.05$, then the *p-value* < 0.05. Then, the result shows that the hypothesis is accepted; in this case, H1 is accepted, and H0 is rejected. Thus, it can be concluded that in this study, there is a significant relationship between stress and the risk of burnout in the preparation of the final project for STIKES Panakukkang Makassar students. Based on the results of the study, after the *Chi-Square Test (Pearson Chi-Square)* got a *p-value* = 0.003 when compared to $\alpha = 0.05$, then the *p-value* < 0.05. Then, the result shows that the hypothesis is accepted; in this case, H1 is accepted, and H0 is rejected. Thus, it can be concluded that in this study there is a significant relationship between family support and the risk of *burnout* in preparing the final assignments of STIKES Panakukkang Makassar students. Based on the results of the study, after the *Chi-Square Test (Pearson Chi-Square)* got a *p-value* = 0.003 when compared to $\alpha = 0.05$, then the *p-value* < 0.05. Then, the result shows that the hypothesis is accepted; in this case, H1 is accepted, and H0 is rejected. Thus, it can be concluded that in this study, there is a significant relationship between the *Peer Support System* and the risk of *burnout* in preparing the final project of STIKES Panakukkang Makassar students. It can be concluded that there is a significant relationship between stress, family support, and peer support systems and the risk of burnout when preparing students' final assignments.

DISCUSSION

According to the researchers' findings, there is a significant relationship between stress, family support, peer support system, and the risk of burnout in preparing for students' final assignments. The stress factor causes the risk of burnout in final year students; it can be felt by the researchers themselves, whereas final year students, compiling the final project requires a hard struggle starting from looking for titles, references, books, journals, and various forms of places to find knowledge for the

research being done (Rasheed-Karim, [2020](#)). Coupled with coursework from other courses that make students have to be able to divide time for the final project and Also the assignments of different classes, coupled with the decreasing sleep schedule due to dizziness thinking about revisions and exam schedules, both proposals and results and also the deadline for working on the final project which based on all these things can cause the emergence of stress that can initially be handled but because the pressure is too heavy it causes students to find it challenging to control their stress which leads to burnout (Collin, O'Selmo and Whitehead, [2020](#)). Burnout is when a person experiences physical, mental, and emotional fatigue due to stress experienced over a long period in a situation that demands many emotions. Stress positively correlates with burnout in early and late-year medical school students, representing an advance in the theoretical and practical understanding of burnout (Edú-Valsania, Laguía, and Moriano, [2022](#)).

The a risk of severe burnout events because some students who undergo the preparation of the final project often also get demands from their families to quickly complete the final project without knowing how the child feels, namely students who have tried their best in trying to do the final project on time, but sometimes the family itself always gives a form of comparison between their children and others who are both work on the final project (Del Boca et al., [2020](#)). However, in preparing the final project, it is not uncommon for students to fall behind, not because they are lazy but because of revisions that often must be improved. This sometimes makes students feel more bored because they do not feel they get support for what they think (Qamarya *et al.*, [2023](#)). Students who earn this support also understand very well how hard the family is, in this case, parents who strive for students to get a proper education both now and in the future, so this is a significant driver for students to continue to move forward even though they experience revisions. However, because they want to see the family proud, in this case, parents and siblings towards students, students will continue to do their final project (Wainwright and Watts, [2021](#)).

Family support factors cause the risk of burnout in final-year students, which researchers assume based on what is felt and observed by fellow final project warriors. Many experience and often get questions about whether they have finished compiling the final project or not or whether it is questionable why they still have not finished compiling the final project with additional comparisons from other people's children (Vidhukumar and Hamza, [2020](#)). However, sometimes families question the final project's work (Lareau, [2021](#)). Parents especially want to see their children get a proper education, much parental support, students can feel, as researchers assume, that form of financial support is one of them because during the preparation of the final project, especially the final semester, the amount of expenses incurred by parents so that students can study, And this is a form of motivation for students to be able to continue to progress, not only because it is funded but also because students think that how parents try to provide support by wanting to see their children become good people in the future with educational supplies in college today. This form of support is a form of instrumental support, not only in terms of finances. Sometimes families provide support in various forms (Ilić Živojinović *et al.*, [2020](#)). Like giving attention, example felt by the researcher himself, such as when students stay up late working on their thesis, parents give attention such as giving vitamin drugs, blood-boosting drugs, and milk so that during the final project, students do not get sick where this form of attention is a form of emotional support. Family support is the most essential thing in helping a person solve problems. Self-confidence will increase,

and the desire to overcome problems will improve with support (Radez *et al.*, [2021](#)). Underpinning this research describes four dimensions of family support: emotional, informational, instrumental, and reward support (Mariani *et al.*, [2020](#)). Support for appreciation can be gained through positive expressions of gratitude, which include affirmative statements and positive assessments of the ideas, feelings, and actions of others. This expression creates a good relationship between people and themselves. Parental social support for students who do final projects is mainly in the "medium" category, *burnout* in students who do final projects is primarily in the "medium" category, and there is an influence of parental social support on students who do final projects (Suprpto, Malik and Yuriatson, [2019](#)).

The risk of severe burnout events because during the process of preparing the final project, it is not uncommon for comrades in arms to provide less support, such as listening to complaints or providing input and advice during the preparation of the final project even though they are both working on the final project, besides that sometimes-fellow students also do not invite their friends to do guidance and choose their guidance because they feel their friends are a burden (Getz *et al.*, [2024](#)). The incidence of burnout is mild because although sometimes students get fellow final project fighters who lack communication, it is not uncommon for other friends who are undoubtedly fellow final project fighters who continue to provide support, such as inviting them to do guidance even though different scientific departments, encouraging never to give up, assisting such as laptops for typing, printing, And paper for printing assignments which are simple things is the biggest driver for students. After all, they feel that even in crowded situations like this, with the same burden among students, there are still fellow final project fighters who help under challenging conditions (Huijbers *et al.*, [2020](#)). The risk of severe burnout is because it is not uncommon for some students to lack emotional support even though not all fellow students behave like this, such as questioning why their colleagues still compile very slowly in compiling the final project without looking at other aspects felt by the students themselves such as in terms of typing tools, reference books and many other things that can be an obstacle in the preparation of the final project and of course, it is also a revision (Kilic *et al.*, [2021](#)). Small things like this are how a friend supports his fellow friends in times of joy and sorrow and does not want to see his partner behind alone.

Without the role of this friend, students will easily experience stress and burnout because there is no place to tell complaints or share joys and sorrows (Gradiski *et al.*, [2022](#)). Four kinds of social support principles are given by individuals to individuals. The higher the emotional support of peers, the lower the burnout in students. Burnout is a feeling of fatigue caused by study demands, pessimism, lack of interest in study assignments, and feelings of being incompetent. Stress can occur in students if they have poor or insufficient relationships with their social environment, which interferes with their learning. Peers or others influence the academic life of students. Peers provide emotional support, which includes empathy, care, caring, positive appreciation, and encouragement for others. This emotional support makes students feel that the pressure and tension they experience are not a source of physical and mental disorders. With emotional support from peers, students have strong motivation and strong beliefs.

CONCLUSIONS

It can be concluded that the three variables studied by researchers, namely stress, family support, and peer support systems, are all related. The suggestions from researchers related to how to prevent the risk of burnout, especially in working on the final project, can be made by: For final year students in the last semester, it is expected that the institution only lists one course, namely the final project course, so that students can focus on preparing the final project, and do not need to divide their minds for other classes which will trigger stress and the consequences of This uncontrollable stress will risk causing burnout, in addition, another purpose why for the final semester is enough one course apart from the mental aspect, from a physical point of view students also need to divide their activities where for other classes, of course, have their task load, starting from daily assignments, group assignments, practicum exams, final exams, practicums and seminars where this can cause students to experience a decline in health conditions. Therefore, researchers hope that in the future, in the last semester, focus on one course, namely the final project course, so that students can focus more on managing time during the preparation of the final project.

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Conflict of Interest

None declared

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