

The Relationship Between Self-Esteem and Burnout Among College Students Amidst the Online Learning Modality

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Abstract

Self-esteem is a complex psychological structure whose changes are influenced by various factors. Thus, burnout is a stress-related disorder that arises when a person is subjected to prolonged stress without obtaining respite. Hence, these constructs affect the academic performance of the students. This study investigates the relationship between self-esteem and burnout among college students during the school year 2021-2022. Based on the statistical analysis, there is a significant relationship between self-esteem and burnout ($r = .142$).

Keywords: Burnout, Self-esteem, College Students, COVID-19 Pandemic, Online Learning Modality

Introduction

Self-esteem is a complex psychological structure whose changes are influenced by a variety of variables. To put it another way, the goal of self-esteem is to teach people how to enjoy and be content with their work, feel themselves in social and academic situations and think about their ideal and real levels of achievement (Asghari et al., 2016). Working in a competitive environment and constantly aiming for high standards can cause us to second doubt ourselves. However, academic burnout affect student's motivation to continue their education.

Many people tend to judge others by the height of their achievements, and as a result, our self-esteem is influenced by external variables. This persistent demand for self-validation is stressful psychologically and can lead to burnout (Mees, 2020). According to Cazan (2015), the future working environment of the students can predict their burnout and engagement on how to function well with their accomplishment tactics, while the school forecasts the students' future career burnout. Thus, burnout are two separate negative aspects that are moderately connected. Student burnout can result in increased absenteeism, a lack of enthusiasm to complete needed course work, a higher number of dropouts, and a detrimental impact on academic performance. This may be a double-edged sword, frequently creating an extraordinary perception of achievement and assured self-esteem, but moreover, expanding the push and possible for burnout (Sa et al., 2019).

As stated by Busalim et al. (2019), self-esteem promotes personal growth in the individual. This study

discovered that self-esteem has an impact on the academic performance of students. Also, it serves as a motivator for them to achieve their academic objectives (Li et al., 2018). However, students' academic activities can possibly reduce burnout in college students and may affect their harmonious passion (Saville, 2018). Academic burnout decreases as self-esteem increases, and contrariwise. The regression study states that it is the only prognostic of students' self-assurance (Mahmoudi et al., 2019). Furthermore, burnout appears to have had a significant and harmful impact. The investigation of this study conducted by PT Train Commuter Indonesia UPT Crew Manggarai showed there is a negative relationship between self-esteem and burnout (Suzabar et al., 2020).

Moreover, this study investigates the relationship between self-esteem and burnout among college students. Thus, it will contribute to students by giving them knowledge and understanding of how self-esteem affects burnout in their academic performance.

Research Question

This study investigates the relationship between self-esteem and burnout among college students. Specifically, this sought to answer the following question:

1. Is there a significant relationship between self-esteem and burnout among college students?

Literature Review

Self-esteem

Self-esteem defines the person's positive interpretation and perception of self-respect, whereby an individual acquires the ability to socialize (Shi et al., 2017). Self-esteem is a dominant trait of one's self, and it has a positive impact on the person's mental stability and personal growth.

Meanwhile, Muthulakshmi and Subbulakshmi (2017) stated that self-esteem is how people see their importance and value. This demonstrates the worthiness of the individual by showing their best to prove the strength they have. Also, it is about accepting the whole personality you have and thinking about the achievements that individuals accomplish in life.

The study of Becerra et al. (2020) concludes that self-esteem rises continuously during adulthood. The cross-sectional studies show the lower self-esteem observed among teenagers and adults. This issue would indicate the person's growth, identity development, and complicated social relationships as they face adolescents and young adults transitioning to adulthood. Furthermore, many challenges people experience throughout their lives are directly tied to their self-perceptions. Students' failure can affect their performance in academics, and they lose motivation and lack commitment because of the beliefs they created about themselves and the capacity to exert a measure of control over their surroundings (Bhatt and Bahadur, 2018).

Self-esteem is thought to be a basic and universal necessity. Humans are motivated to retain a high level of self-esteem and take steps to safeguard it when threatened. High self-esteem is a valuable personal asset that is linked to a variety of favorable life consequences (Pepping, Penelope, & O'Donovan, 2016)

A study conducted by Ümmet (2015) showed that the more individuals increase their income level, their self-esteem will rise. People should know their income and how to feel comfortable, valuable, and competent enough to have an active role in their lives. Also, Becerra, Arias, and Cha (2021) discuss self-esteem as an individual's negative and positive behavior toward himself. It is the product of a person's self-evaluation. The proportion of self-esteem is discovered by the judgment created to see the result of self-evaluation. Self-esteem is the evaluation of a person's quality concerning the self-concept.

Burnout

Burnout is a stress-related disorder that arises when a person is subjected to prolonged stress without obtaining respite (Lin & Yang, 2021). Some data suggest that persons with academic challenges have a sense of meaninglessness in their academic endeavors. Furthermore, school fatigue was inversely connected to concurrent GPA and academic progress, and students who expressed severe academic burnout indicated poor cognitive function. The 345 students discovered that those who had unfavorable views toward themselves had a greater level of academic burnout. Furthermore, several academics extended this approach to the subject of education. It is an occurrence in which students experience exhaustion of energy, lack of excitement for schoolwork and activities, indifference and alienation from the individuals, and a condescending attitude toward their academics due to the schoolwork's lengthy pressure and burden.

Norez (2017) study found that burnout is associated with a decrease in productiveness and satisfaction. It causes an increase in mental health issues such as uneasiness and recession. Also, it can cause physical problems such as cardiovascular disease, exhaustion, lower immunity, sleep disruptions, appetite changes, and gastrointestinal discomfort.

Moreover, burnout has a lot of adverse effects on every college student, the pressure that college students will face in the real world. According to studies, attached students are more likely to succeed than those who are experiencing academic burnout (Kiema-Junes et al., 2020).

At first, burnout was restricted solely to support service and work. Many studies were done to widen the bracket of knowledge about burnout, and later on, burnout was introduced to the department of education. Students' school works, activities, and assignments were classified as "work" (Reyes et al., 2016).

Sanchez (2021) found that of Gen Z adults who reported attending college, 87% said their education was an important cause of stress, which is often associated with burnout. However, different schools mean different levels of academic difficulties. Resulting in experiencing different levels of academic burnout (Pamungkas & Nurlaili, 2021).

Self-Esteem And Burnout

The study of Raeisoon et al. (2014) states to settle the

connection between self-concept, self-esteem, and academic achievement. It appears that there was a significantly positive relationship between the variables. Students' ideal self-concept and self-esteem are directly associated with their academic success.

According to the study of Mahmoudi, Shahraki, Shamsaei, and Kakaei (2019), self-esteem defines the mental development of people's judgment about their values and worth. Also, it is an aspect of self-concept that gives a clear factor in an individual. However, "academic burnout" is also defined as emotional exhaustion, pessimism, lack of competence, and efficiency. Furthermore, there was a significant negative correlation between self-esteem and academic burnout. The outcome of multivariate analysis indicates that academic burnout is the sole factor in student self-esteem.

Vizoso et al. (2019) explain that academic burnout was a significant factor in academic performance. The study findings state that adaptive coping and optimism should help avoid academic burnout and then firmly affect academic achievement.

As stated in Norez's (2017) study, burnout has been studied and known as an occupational hazard; there is proof that it can be experienced in other settings, such as school. It can affect a person's life in different ways. It has a negative impact on the students, like their productivity. Thus, burnout significantly differs for those who experience it, especially in their surroundings.

Methodology

Research Design

This study employed a descriptive-correlational research design to analyze and collect numerical data from the respondents' answers. This is a quantitative cross-sectional study of college students that was conducted using these methods (Bacerra et al., 2021). The research method will carry out the value to identify the relationship between the variables.

Participants

Participants in this study were college students enrolled in 2021–2022. The respondents range in ages from 18 and above. It was answered by the students in different schools through Google forms. The total number of respondents was 167.

Research Instruments

This study used two instruments to determine college students' responses to their self-esteem and burnout. The Rosenberg Self-esteem Scale, created by Rosenberg (1965), is a self-report instrument for evaluating individuals' item responses. It indicates ten items to test the significance, but it is not equally discriminating and differentially associated with self-esteem.

Furthermore, the Maslach Burnout Inventory – Student Survey (1986) is a modified version of MBI-GS; it determines students' academic burnout. It has 15 items that show the person's experiences. There are three subscales in this scale: fatigue (5 points), cynicism (4 points), and professional efficacy (6 items).

Procedures

The researchers gathered information by utilizing the online Google form with the respondents' consent to know the relationship between self-esteem and burnout. The survey consists of twenty-five (25) questions, and it may take 20 minutes for the respondents. The form states the confidentiality to secure the participants' privacy. After respondents answer the survey, the researchers will collect the information to acquire the data.

Ethical Considerations

The objectives of the study were explained to the participants to be clarified. The respondents voluntarily participated in answering the survey online, and they were assured that they could withdraw it. The researchers guaranteed the respondents that anything they answered on the survey would stay on the study to protect their privacy under the Data Privacy Act of 2012 (R.A. 10173) and that it will be used only for academic purposes.

Result

The study focuses on the relationship between self-esteem and burnout. Table 1 shows the statistical analysis that the variables have a significant relationship. Therefore, the null hypothesis is rejected.

Table 1

Relationship Between Self-Esteem and Burnout

	CORRELATION	
	<i>Self-Esteem</i>	<i>Burnout</i>
<i>Self-Esteem</i>	-	.142*
<i>Burnout</i>	.142*	-

Discussion

This study investigates the relationship between self-esteem and burnout among college students. Statistical findings show that self-esteem is significantly correlated to burnout. Hence, students experiencing low self-esteem are prone to burnout.

Students tend to have low self-esteem during this pandemic since the chances of talking to other people and expressing themselves have decreased because of the lockdown and online learning modality. Low self-esteem in students is expected because of adolescents' anxiety. Moreover, the amount of classwork, worksheets, and such might result in burnout, including the pressure they face and the eagerness to succeed on their chosen path. An average student may encounter these two variables— self-esteem and burnout, negatively affecting their academic status. According to Olwage and Mostert (2014), individuals' participation and dedication to their academic work may result in fulfillment that helps them feel better and gain other knowledge and accomplishment that will be used for future purposes. It was indeed a good thing that a student does have a goal to achieve; for them to be dedicated to attain that satisfaction on self and contentment can make a student thrive in their academic achievements. Therefore, they can avoid being under a lot of pressure. Self-esteem and burnout are two different things that can harm every student. A college student who is dealing with their self-esteem can also experience burnout. The study of Lou et al. (2016) states that it is because of the expectations they failed to achieve and the loss of enthusiasm that a student should have. Furthermore, this is why students' uncertainty about things fails them. Burnout can fall, as well as low self-esteem. Thus, hearing positive feedback and prioritizing students' emotions can help them ease the burden and gain strength mentally.

Conclusion

Based on the study's findings, this pandemic and the transition of learning modality contribute to students' self-esteem and burnout. Hence, a fair amount of homework, assignments, and tasks results in academic burnout. Likewise, since none of the students are allowed to go out, many of those student' has gained low self-esteem due to isolation. The two negatively affect an individual, mainly grade-conscious students who are burned out from all schoolwork.

Furthermore, the significant relationship between self-esteem and burnout indicates that they relate to each other; thus, there will be a positive or negative outcome if burnout increases. Therefore, the study proposes that students focus on their abilities and avoid comparing themselves to others. Schools should help the students by having breaks and limiting their workloads to avoid increasing their burnout.

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